DOCUMENT RESUME

ED 234 355 CS 007 290

TITLE Principal - Reading. "The Vital Connection."
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE 82
NOTE 340p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS *Administrator Role; Elementary Education; Evaluation Criteria; Principals; *Program Effectiveness; *Program Improvement; *Reading Instruction; Reading Processes; *Reading Programs; Reading Teachers; Reading Tests; Resource Materials; *Teacher Administrator Relationship

ABSTRACT

Designed for use by elementary school principals, this guide contains suggestions for (1) assessing the effectiveness of the school reading program, (2) determining the instructional needs of teachers and the reading skill needs of students, and (3) implementing specific strategies to effectively accomplish desired reading program improvements. The first section of the guide deals with developing a working knowledge of reading and covers such topics as reading phases, reading skills, techniques for grouping sudents, instructional methods, and keeping records. The second section discusses the role of the principal in planning, evaluating, and implementing the reading program, while the third suggests ways to improve relations with teachers, parents, and professional organizations; lists helpful magazines and journals; and offers time management suggestions. The fourth section details the principal's responsibilities in staff development, and the fifth provides ideas for building public relations for the reading program. The sixth section contains a schedule for undertaking certain activities, and the seventh describes those activities in detail. The eighth section discusses different kinds of reading tests and offers criteria for selecting appropriate tests. Appendixes contain examples of forms and evaluation instruments, and definitions of reading terms. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234355

PRINCIPAL-READING

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PRINCIPAL'S OFFICE
PRINCIPAL

"THE VITAL CONNECTION"

CS 007290

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Craddock

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Oklahoma State Department of Education

This publication, printed by Bond Printing, Inc., is issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. Eight thousand copies have been prepared and distributed at a cost of $16,704.00.

Copyrighted by the Oklahoma State Department of Education, 1982. The contents of this publication cannot be reproduced in part or whole and sold.

PRINCIPAL - READING

"THE VITAL CONNECTION"

1907

Oklahoma State Department of Education

LESLIE FISHER, State Superintendent
LLOYD GRAHAM, Deputy State Superintendent
TOM CAMPBELL, Associate Deputy State Superintendent
JOHN FOLKS, Associate Deputy State Superintendent
JACK STRAHORN, Associate Deputy State Superintendent

J.D. Giddens	**Fred Jones**	**Murl Venard**
Assistant Superintendent	*Assistant Superintendent*	*Assistant Superintendent*
INSTRUCTION	SCHOOL LUNCH	FINANCE

1982

STATE BOARD OF EDUCATION

Leslie Fisher	President	R.E. Carleton	Purcell
Winona Wettengel	Executive Secretary	Barbara Johnson	Owasso
Seay Sanders	Midwest City	C.B. Wright	Stroud
E.L. Collins	Idabel	Harry Shackelford	Laverne

Foreword

Two key factors have prompted the development of a reading resource guide for elementary administrators:

- -- research findings indicating that the principals' behavior may well be the most influential factor determining success or failure of the reading program at the building level, and
- -- the expressed needs of many elementary principals indicating a desire to become more effective change agents in bringing about improvements in their reading programs.

PRINCIPALS - READING: THE VITAL CONNECTION was designed to aid the building principal in the following:

- -- assessing the effectiveness of the total reading program
- -- determining the instructional needs of teachers and the reading skill needs of students, and
- -- implementing specific strategies to effectively accomplish desired reading program improvements.

This handbook was compiled by a committee of principals and State Reading Coordinators who work closely with administrators and teachers in a variety of school settings. Although the strategies offered in Principals - Reading: The Vital Connection have been "school tested," none is to be considered a panacea for eliminating all reading program weaknesses. Instead, the ideas presented are intended to be used only as beginnings -- suggested springboards from which the innovative principal should be able to create new and different strategies to effect improvement in students' reading achievement levels. As a result, students' overall motivation to learn will be increased, resulting in an improved level of functioning in all of the content areas.

Leslie Fisher

Leslie Fisher
State Superintendent
Oklahoma State Department of Education

STATE READING SECTION

OKLAHOMA
STATE DEPARTMENT OF EDUCATION
LESLIE FISHER
State Superintendent

--Serving the reading needs of students through

serving the instructional needs of teachers.

c. July 1, 1979

Introduction

We believe that opportunities for helping students to improve their reading skills occur during the teaching of the developmental reading lesson and throughout the entire instructional program.

We believe, also, that what one understands, one will give his/her time and attention to.

Therefore, this committee feels that if the principal understands the reading process, loves students, and gets involved in the teaching of reading, the students will benefit directly from the principal's involvement in the reading program.

We believe that the most important person in the teaching of reading is the classroom teacher and that the principal, as the instructional leader in his or her building, should recognize the individual differences of the staff members and should utilize their strengths for the maximum benefit of the students.

We believe that parents play vital role in the educational process of their children, and should be encouraged to be partners with the teacher and principal in their child's growth process.

WE BELIEVE THAT THE PRINCIPAL DOES MAKE THE DIFFERENCE!!!

Acknowledgements

SPECIAL RECOGNITION AND THANKS

to the following people for their help and support

Dr. John Folks
Associate Deputy State Supt.

J.D. Giddens
Asst. State Supt. of Instruction

Leonard Bates
Executive Director of Curriculum

Mary Reid
Administrator of Curriculum

Dr. Zoe Leimgruebler
Administrator of State Reading Section

TECHNICAL ASSISTANCE

Sandra Boules, Artist

Carole Glover, Typist

Jeannie Mendell, Artist

Shelly Paulk

Kathy Fisher, Principal
Wilson Elementary
Cushing, OK.

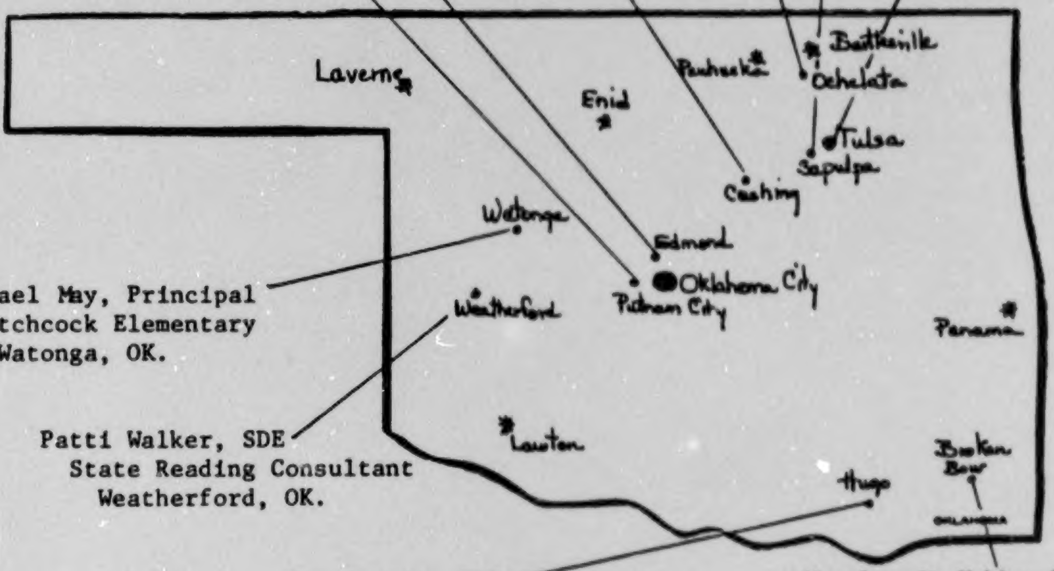
Steve Allen, Principal
Caney Valley Schools
Ochelata. OK.

Barbara England, Chairman
Assistant Adm. State Reading
Edmond, OK.

Emily Porter, SDE
State Reading Consultant
Sapulpa, OK.

Bill Spaeth, Principal
Tulakes Elementary
Putnam City, OK.

Sue Allen, SDE
State Reading Consultant
Tulsa, OK.


Laverne
Enid
Pawhuska
Bartlesville
Ochelata
Tulsa
Sapulpa
Cushing
Watonga
Edmond
Oklahoma City
Putnam City
Weatherford
Panama
Lawton
Broken Bow
Hugo
OKLAHOMA

Michael May, Principal
Hitchcock Elementary
Watonga, OK.

Patti Walker, SDE
State Reading Consultant
Weatherford, OK.

Pat Curtis, SDE
State Reading Consultant
Hugo, OK.

Charles M. Hubbard, Principal
Bennett Elementary
Broken Bow, OK.

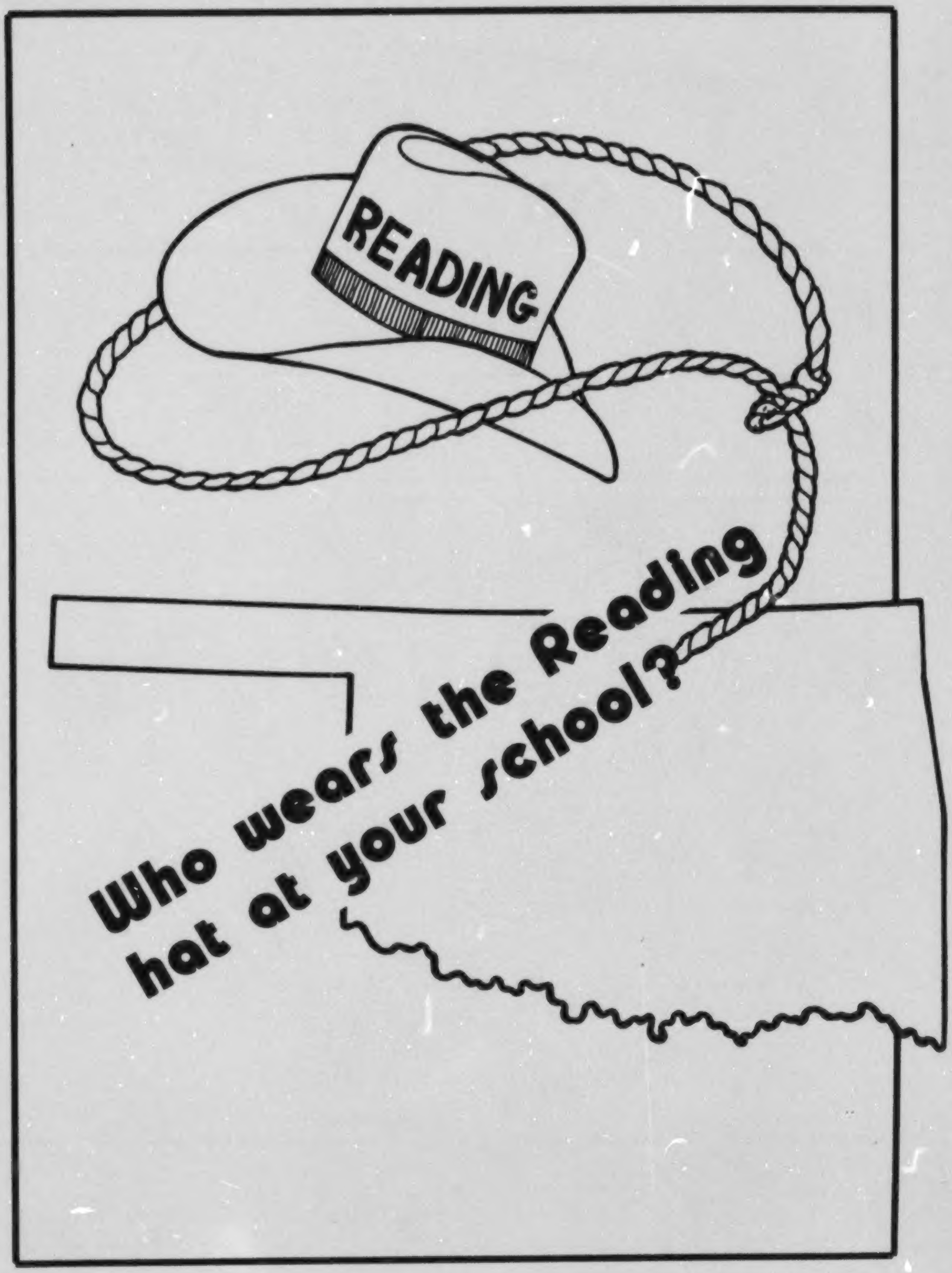
SPECIAL THANKS
to the following principals and consultants
for sharing ideas with the committee:

- Nan Morrison, Principal
  Wilson Elementary
  Bartlesville, OK.
- Nancy Woodyard, Principal
  Pawhuska Elementary
  Pawhuska, OK.
- Judia Campbell
  State Reading Consultant
  Lawton, OK.
- Mary Butler, Principal
  Eisenhower School
  Enid, OK.
- Ruth Ann Erdner, Principal
  Taft Elementary
  Enid, OK.
- Dee Dee Mundell
  State Reading Consultant
  Laverne, OK.
- Paula Wilson
  State Reading Consultant
  Panama, OK.
- Beverly Baker, Principal
  Jefferson Davis Elementary
  Eufaula, OK.
- Marty Sellers
  State Reading Consultant
  Eufaula, OK.

COMMITTEE MEMBERS

1. Barbara Bayless England, Chairman
Assistant Administrator, State Reading Section
State Department of Education
Classroom Teacher, Reading Specialist, Elementary Principal

2.	Steve Allen, Principal Ochelata Elementary Caney Valley Schools	Classroom Teacher, Principal
3.	Sue Allen, State Reading Consultant Tulsa	Classroom Teacher, Reading Specialist, Administrator
4.	Pat Curtis, State Reading Consultant Hugo	Classroom Teacher, Reading Specialist, Psychometrist, Administrator
5.	Kathy Fisher, Principal Wilson Elementary Cushing	Classroom Teacher, Reading Specialist, Principal
6.	Charles M. Hubbard, Principal Bennett Elementary Broken Bow	Classroom Teacher, Principal
7.	Michael May, Principal Hitchcock Elementary Watonga	Classroom Teacher, Principal
8.	Emily Porter, State Reading Consultant Sapulpa	Classroom Teacher, Reading Specialist
9.	Bill Spaeth, Principal Tulakes Elementary Putnam City	Classroom Teacher, Reading Specialist, Elementary Principal
10.	Patti Walker, State Reading Consultant Weatherford	Classroom Teacher, Reading Specialist, Special Education Teacher


READING
Who wears the Reading hat at your school?

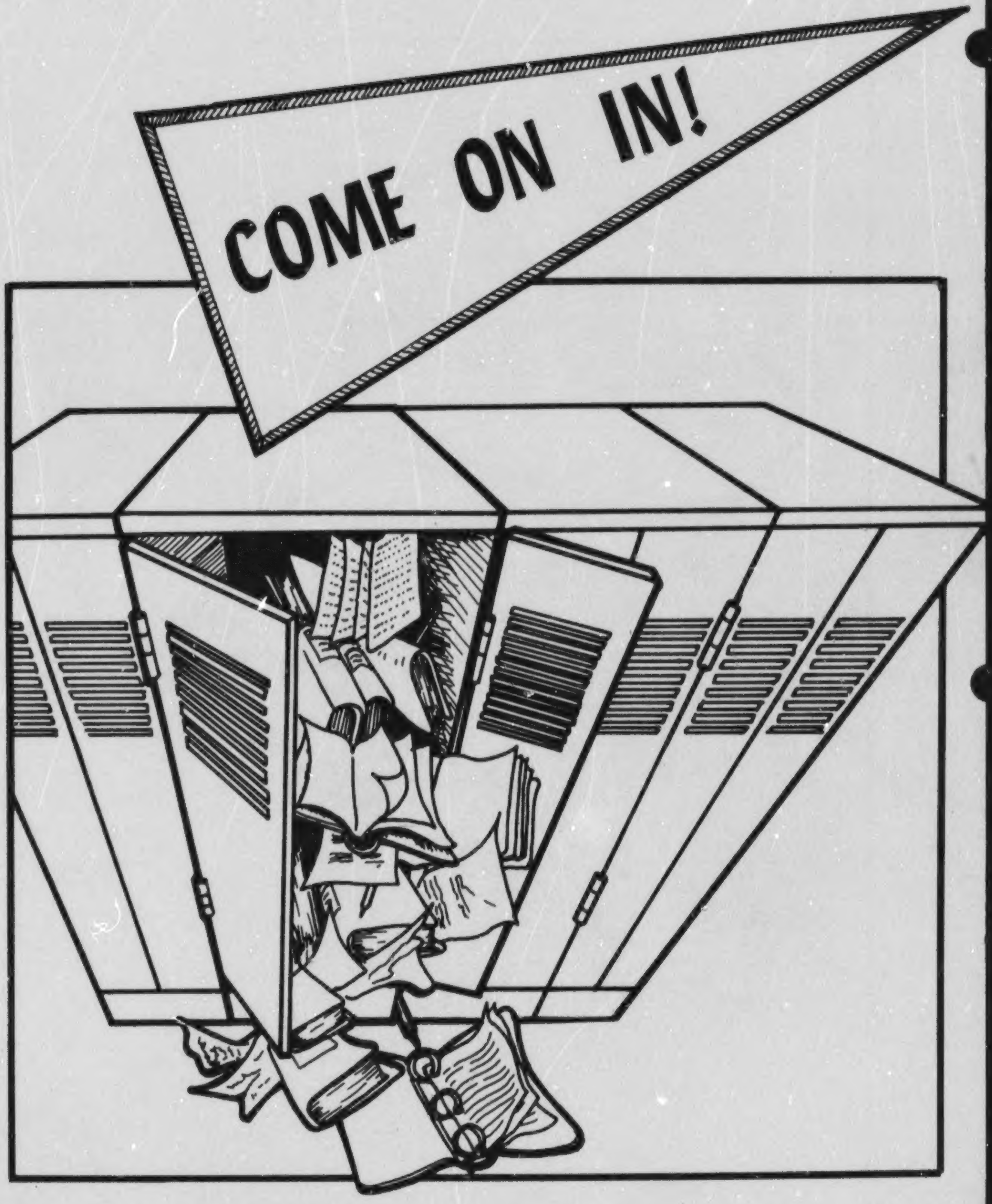

COME ON IN!

Table Of Contents

I. DEVELOPING A WORKING KNOWLEDGE OF READING 1

- A. Reading Phases 4
  - 1. Pre-reading 4
  - 2. Developmental Reading 5
  - 3. Recreational Reading 6
  - 4. Functional Reading 7
- B. Examples of Skills 8
  - 1. Developmental Skills 8
  - 2. Recreational Skills 9
  - 3. Functional Skills 10
- C. Grouping Students 13
  - 1. Individual Inventory Placement 15
  - 2. Teacher Observation 16
  - 3. Group Placement 18
- D. Group Management 20
- E. Teaching A Directed Reading Lesson 26

F. Reading Approaches and Methods

  - 1. Basal Reader Approach 33
  - 2. Visual-Auditory Method 33
  - 3. Auditory-Visual Method 34
  - 4. Linguistic Word Structure Approach 34
  - 5. Language-Experience Approach 35
  - 6. Individualized Reading 35
- G. Reading Records 36
  - 1. Reading Record Cards - Samples 37
  - 2. Skill Sequence Record Sheets 41

II. PLANNING, EVALUATING AND IMPLEMENTING THE READING PROGRAM. . 57

A. Principal

  - 1. Evaluating the Reading Program 58

    2. Material Selection 65
    3. Spreader Effect 67
    4. Visiting Classrooms 69
    5. Scheduling 73
    6. Monthly Meetings 74
    7. New Teacher Interview Questions 74
    8. Suggestions For Enhancing Reading Program 75
    9. Planning Design 78
    10. Principal's Self-Evaluation Checklist 79
    11. Steps for Principals 80

B. Teachers 82

    1. Teacher Self-Evaluation Checklist 83
    2. Goal Setting-Teachers 84
    3. Implementation-Teachers 85

C. Librarian

    1. Principal and Librarian 89
    2. Librarian and Library 91
    3. Librarian and Students 95
    4. Sequoyah, Newbery and Caldecott Award Book Lists . . . 96

III. PRINCIPALS AND TEACHERS: MAKING IT WORK 101

A. Fostering Success 105

    1. Priority of Program 105
    2. Promotion at Faculty Meetings 106
    3. Classroom Visits 108
    4. Involvement in Evaluating Materials 109
    5. Interacting and Sharing 110

B. Available Resources 111

    1. Parents
    2. Volunteers
    3. Patrons
    4. Peers

C. Teachers 112

    1. Needs and Expectations
    2. Sensitivity to Needs

D. Professional Organizations 114

E. Magazines and Journals 116

F. The Building Administrator and The Reading Program 117

G. Time Management 121

1. Daily Plan Sheet 122
2. Visitation Calendar 123
3. Discipline 124
4. Disturbance Questionaire 125

IV. STAFF DEVELOPMENT 127

A. Principal's Responsibilities

1. Providing Leadership 129
2. Assessing Needs 133
3. Determining Staff Development Activities 134
4. Individual Teacher Needs and Plans 135
5. Principal's Role 136

B. Activities - Teachers 138

1. Teacher Visitations 138
2. School and District Workshops 139
3. Conventions, Conferences and Seminars 139
4. Speakers and Resource People 140
5. Consultants 140
6. Individual Activities 141
7. Faculty Meetings 142
8. New Teacher Orientation 142

V. PUBLIC RELATIONS - READING 145

A. People Relations 146

B. Students 149

1. Communication 149
2. Awards 150
3. Letters to Students 151

C. Teachers

1. Staff and New Teachers 153
2. Staff Bulletins. 154
3. Notes 157
4. Interpersonal Relationships 159

D. Parents

1. Formal and Informal Contacts 160
2. Two Way Communication 161
3. Personal Notes 162
4. Newsletters 164
5. New Families 166
6. Parent Handbook 167
7. Parents As Reading Partners 170,172
8. Calendar 170,171
9. "Crowing About Books" 170,173
10. 25 Ways Parents Can Help With Reading 174

E. Community

1. Student Work Displays 178
2. Box Holder News 178
3. Local Proclamation 178
4. "The Success of Our Public Schools" 179
5. "What's Right With Education" 182

VI. CALENDAR 185-210

VII. ACTIVITIES 211

A. Principal 213

B. Students 220

C. Teachers and Staff 250

D. Reading Committee 252

E. Parents 254

F. Typical Principal's Day 260

VII. READING TESTS 261

A. Introduction To Testing 263

1. Norm Referenced 264
2. Criterion Referenced 265
3. Informal Inventory 266
4. Reading Diagnostic Tests 267
5. Reading Attitude Inventory 268

B. Reading Readiness Tests

1. Selection 269
2. Principal's Guide (Chart) 271

C. Reading Achievement Tests

1. Selection 272
2. Principal's Guide (Chart) 275

D. Informal Inventories

1. Selection 277
2. Principal's Guide (Chart) 279

E. Diagnostic Reading Tests

1. Selection 280
2. Principal's Guide (Chart) 283

F. Selecting Criterion-Referenced Tests 284

G. Appendix-Testing

1. Appendix A 287
Constructing Local Stanine Norms

2. Appendix B 288
Percentile To Normal Curve Equivalent To Stanine Conversion Table

3. Appendix C 289
Comparison of Test Scores

IX. APPENDIX 291

A. Pull Outs

1. "Skinny Minnies" 292
2. Principal's Letter 297
3. Awards 298

B. Reading Skills 305

C. Reading Terms 307

D. Textbook Evaluation 310

1. Introduction 310
2. Checklist 312

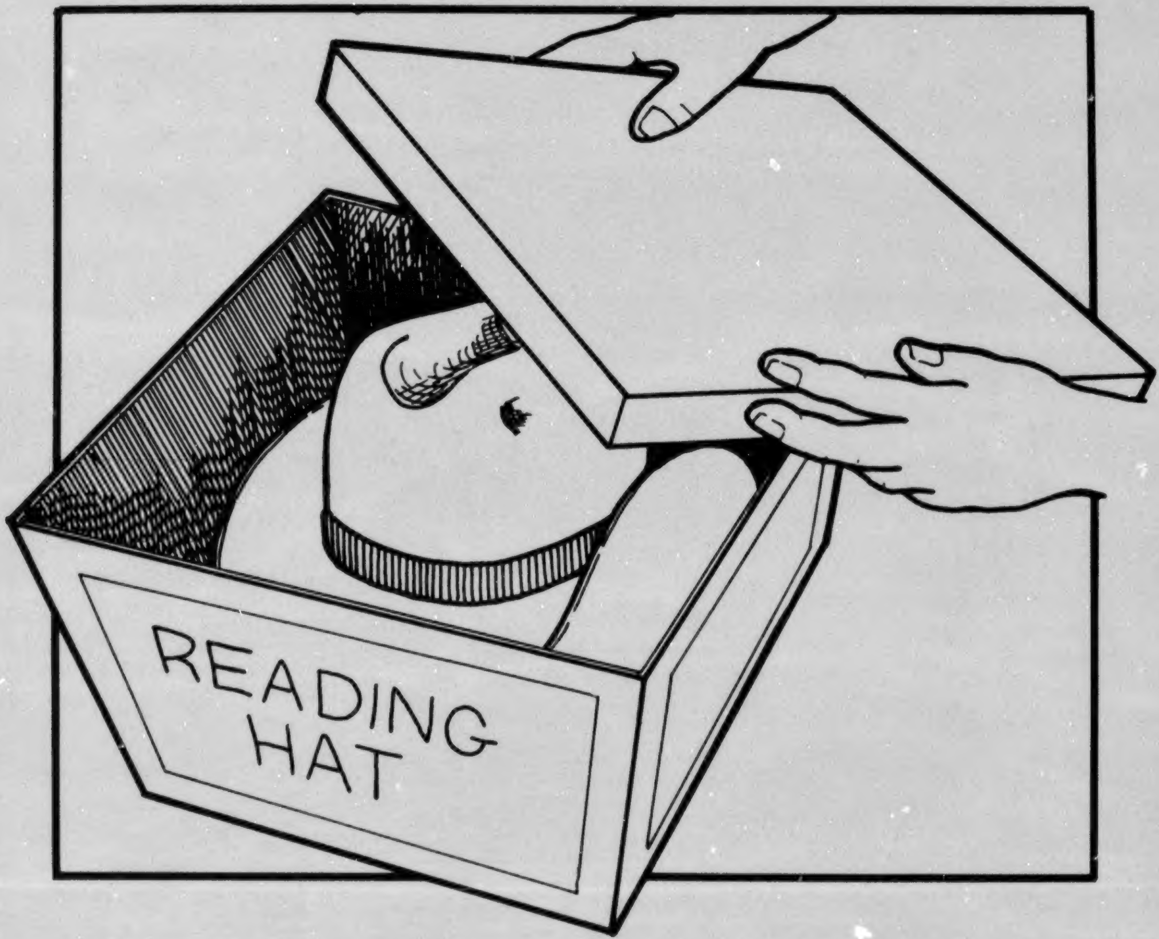
X. BIBLIOGRAPHY 319

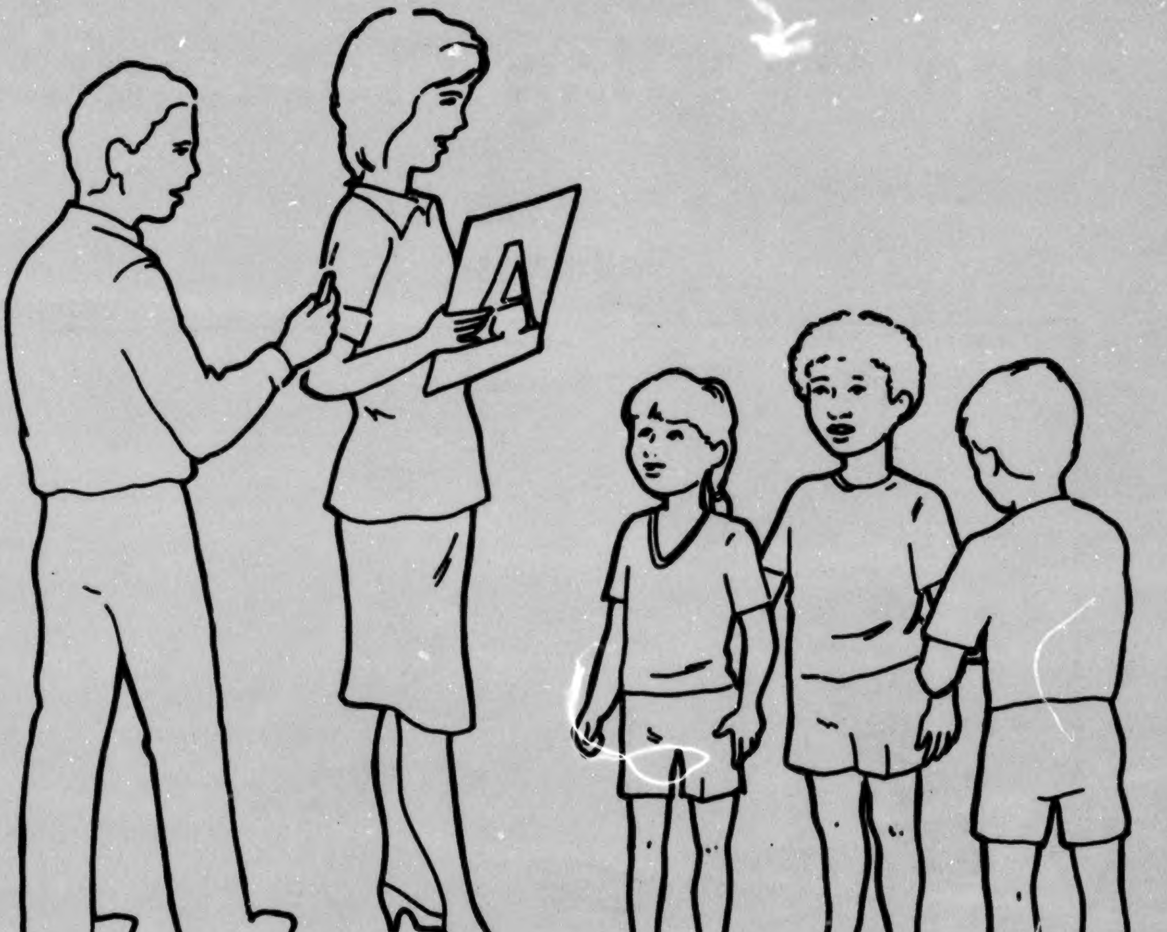
XI. EVALUATION 321

XII. NOTES 323

Developing A Working Knowledge Of Reading And Reading Materials

The Best Years Of Your Life!


READING HAT


A

I. DEVELOPING A WORKING KNOWLEDGE OF READING

Do you understand the reading process?

What is your role, as an Elementary Principal, in the reading curriculum at your school?

Do you know what research says about elementary school students and reading scores when their principal gets involved in their school's program?

Hopefully, you'll be able to answer these questions and many more, after reading through this book and finding ways you can add to your style of leadership.

This guide is also designed to inspire you to be the leader in your building.

A. READING PHASES

The principal is the key to the development of a balanced reading program in his/her building. The reading program should include:

1. Pre-reading (Getting ready to read)
2. Developmental Reading
3. Recreational Reading
4. Functional Reading

By the very nature of your position, you the principal, are responsible for providing the impetus to improve and to emphasize the importance of the reading program in your school.

1. PRE-READING PHASE - GETTING READY TO READ

This phase includes the time from birth until the child learns to read. Language and concept development take place in the home environment during this time.

The kindergarten and primary grades are involved with language development. A pleasant classroom atmosphere helps provide the students with an opportunity to talk and interact with others.

Teachers that provide meaningful experiences aid their students in concept development which enhance their thinking skills.

In the Pre-reading Stage, students acquire the ability to identify letters visually and discriminate the sounds for letters.

A positive attitude toward learning can be established early by promoting a success-oriented school.

2. DEVELOPMENTAL PHASE - LEARNING TO READ

In the developmental phase students progress through certain phases or stages. The basal reader is usually the tool for providing the basic instruction.

Children that are beginning readers already have developed some skills. As their reading experience expands they acquire more reading skills. These skills are:

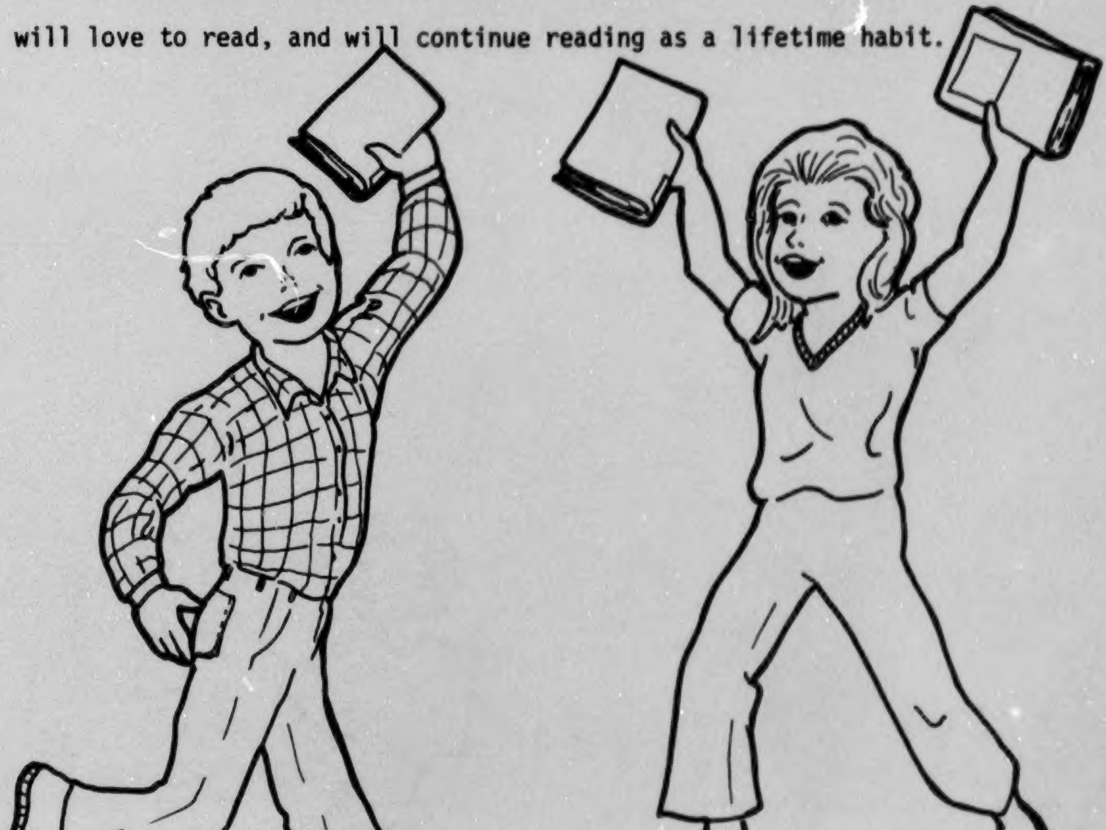
(1) word analysis
(2) word recognition, (sight vocabulary)
(3) comprehending and thinking
(4) fluency in oral and silent reading.

The fundamentals are usually taught in the primary grades. It is the teacher's role to reinforce skills previously taught and to introduce new skills.

3. RECREATIONAL PHASE - "LOVING TO READ"

From the beginning, children need to know that reading provides pleasant experiences and opens avenues to many adventures. Parents can play an important part in this phase, also. Enlist their help! The librarian will be very helpful during this phase too!

Reading provides the opportunity to communicate with many people and to know their ideas. Children not only need to learn to read but to learn to love to read. Providing many different materials and setting a specific time aside each day for reading during school hours are two of the most important ways principals can insure their students will love to read, and will continue reading as a lifetime habit.



4. FUNCTIONAL PHASE - READING TO LEARN

Students need preparation and instruction for reading content area books such as social studies, science, math, etc. Instruction in the content area is called expository reading. Since content area books include many new words and very concentrated amounts of information, students need instruction in vocabulary development, concept development, test organization, rates of reading, and study skills. The intermediate teachers, with the principal's guidance, should establish a school policy insuring that teachers will try to teach their students these skills.

B. EXAMPLES OF SKILLS

1. DEVELOPMENTAL SKILLS

A. Word Recognition Skills

- (1) configuration
- (2) words in context
- (3) pictures
- (4) sight words
- (5) structural analysis

B. Organizational Skills

- (1) time, space
- (2) outlining
- (3) summarizing
- (4) note-taking

C. Comprehension Skills

- (1) literal
- (2) inferential
- (3) critical
- (4) creative

D. Communication Skills

- (1) listening
- (2) speaking
- (3) reading
- (4) writing

Developmental Phase Learning to Read

2. RECREATIONAL SKILLS

A. Attitudes

- (1) feelings
- (2) emotions
- (3) judgment
- (4) information

B. Appreciation

- (1) literature
- (2) poetry

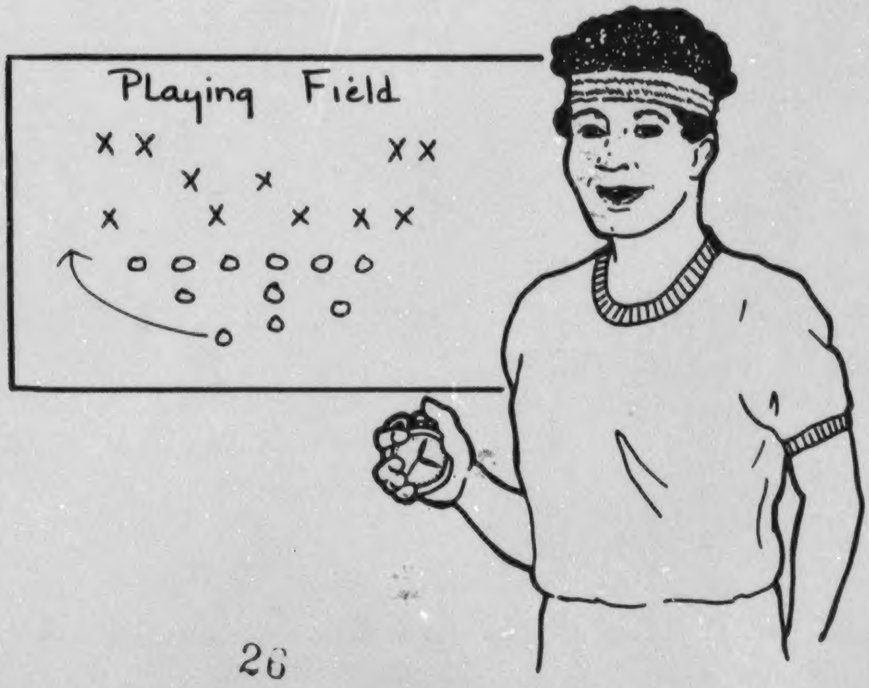
C. Enjoyment

- (1) leisure-time

D. Self-Concept

- (1) motivation for learning
- (2) positive self-concept

Recreational Phase Loving to Read



3. FUNCTIONAL SKILLS

A. Attitudes

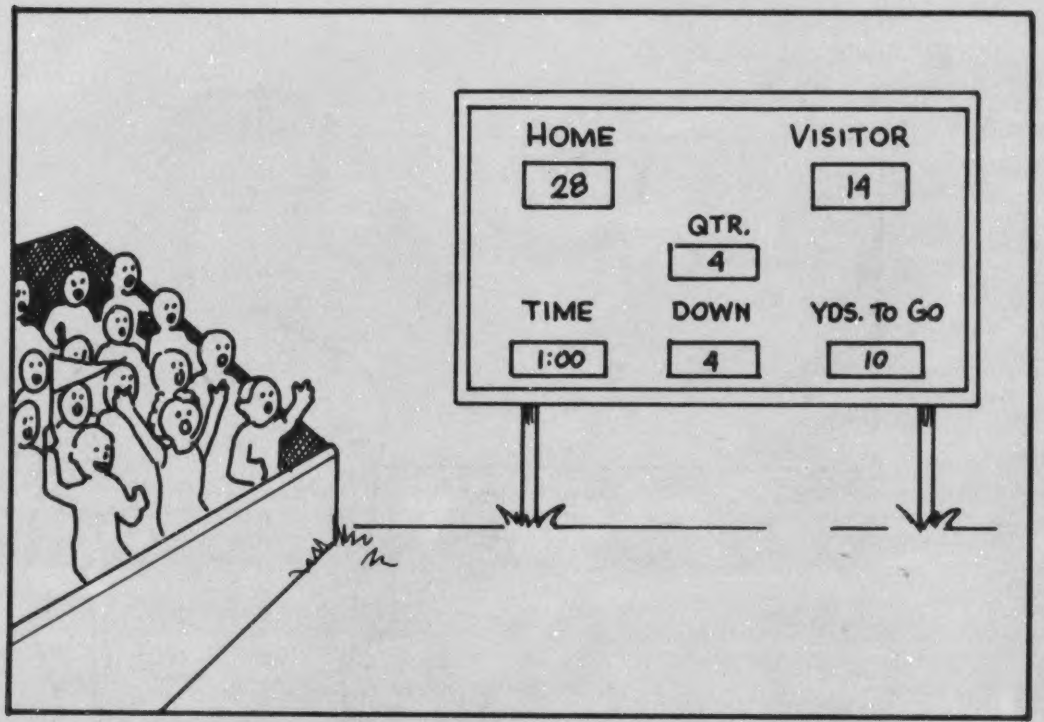
(1) feelings
(2) emotions
(3) judgment
(4) information

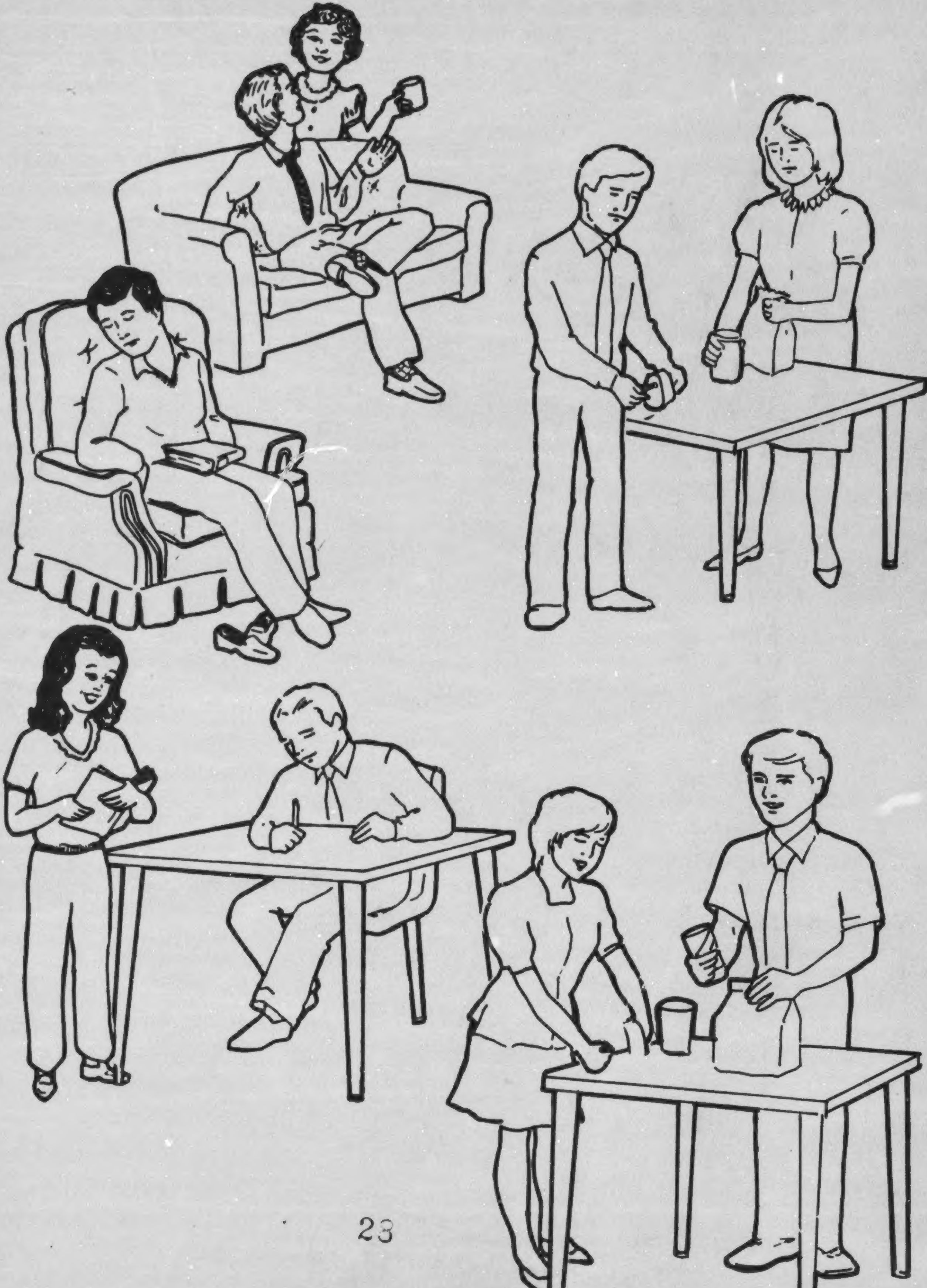
B. Study Skills

(1) dictionary
(2) reference
(3) maps, graphs
(4) charts, symbols
(5) research

Functional Phase

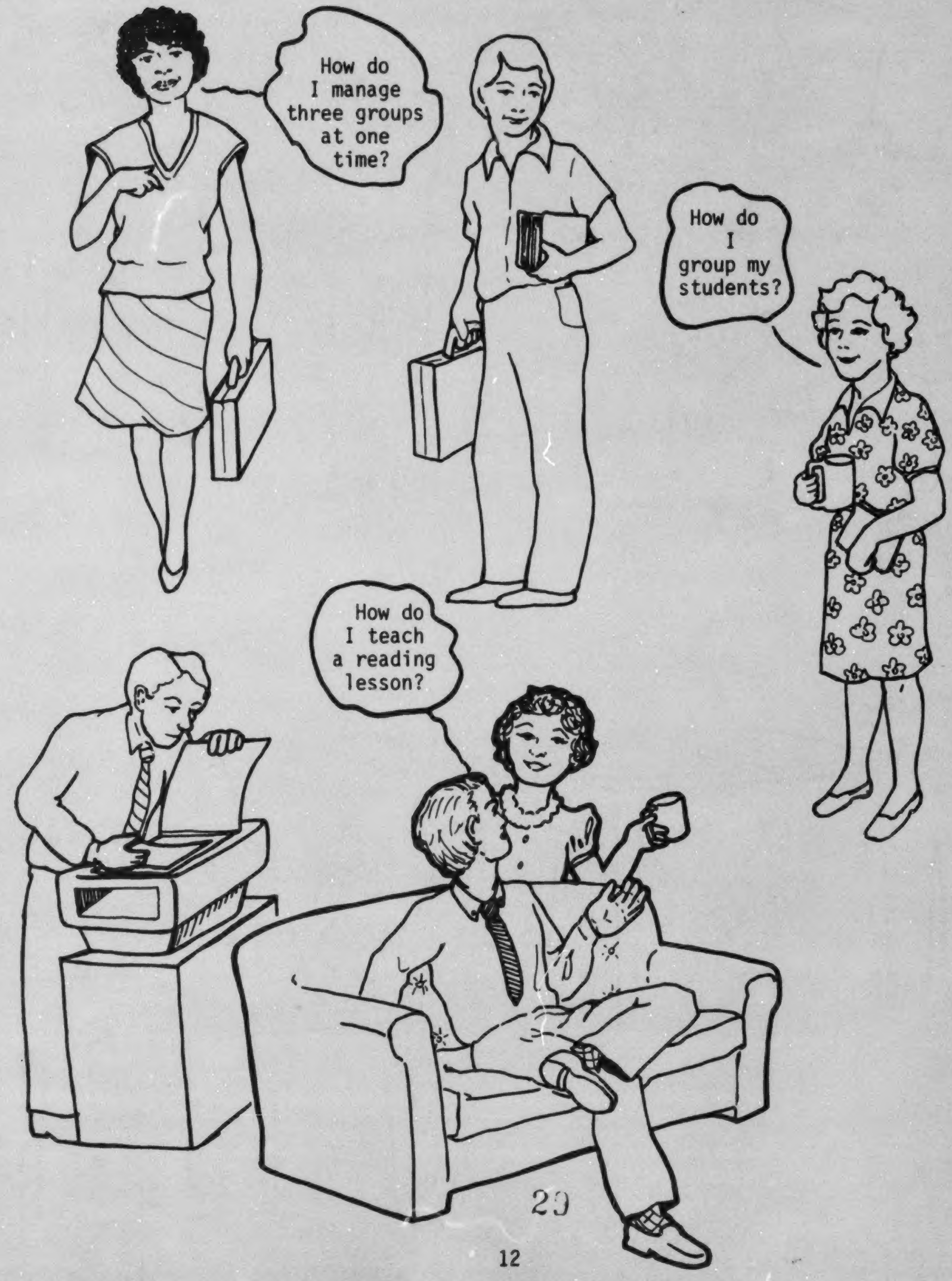
Reading to Learn


HOME
VISITOR
28
14
QTR.
4
TIME
DOWN
YDS. To Go
1:00
4
10



23

GROUPING STUDENTS


How do I manage three groups at one time?
How do I group my students?
How do I teach a reading lesson?

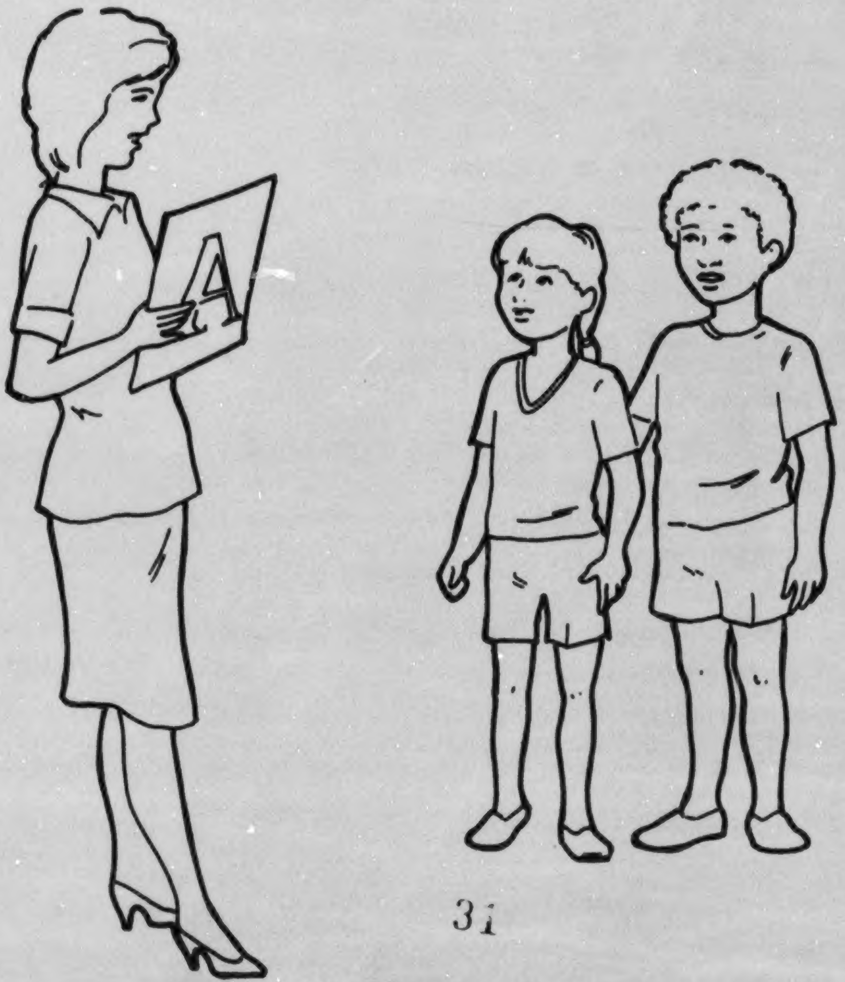
C. GROUPING STUDENTS

Principals should encourage their teachers to take the time the first two or three weeks of school and do a good job of finding out on what level their students are reading. Encourage your teachers not to "rush in" and put their students in a basal the first week of school. Many students lose ground over the summer, and some students make rapid gains, especially if their parents have involved their child in summer reading activities. Placing students correctly, the first two or three weeks of school, could be the most productive time spent by the teacher, all year.

Most of the time, teachers group their students by instructional level. This is usually done in order to teach more effectively. Grouping students by instructional level, however, does not mean the students are reading on the same level. Many factors such as comprehension, structural analysis, and speed, enter into the picture. Grouping by instructional level cannot eliminate individual differences in other respects or traits.

In the beginning, a new teacher may group the students reading on grade level and those who are not. That would start her out with two groups. This may help the new teacher. As soon as he/she gains experience, the number of groups can be increased.

Usually there are three to five groups organized. The composition of the grouping needs to remain flexible. Most teachers agree, that grouping in the classroom is one of the most effective ways of teaching. Grouping provides more direct teacher-pupil interaction and opportunity for individualization. The principal needs to stress to the teachers that various grouping situations be used. A primary teacher might teach reading twice a day, while a fourth grade teacher could chose "whole class" activities on Monday and Friday, and three reading group activities on Tuesday, Wednesday and Thursday. Listening activities need to be stressed at least once a week. Also, special activities and special days add interest and excitement to a teacher's classroom.

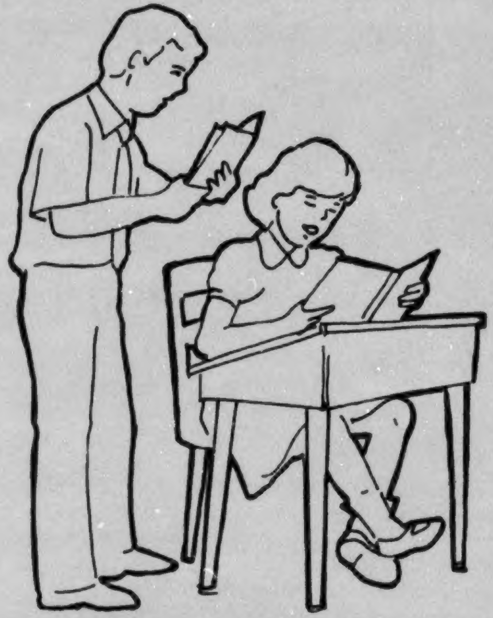


1. INDIVIDUAL INVENTORY PLACEMENT

Placing students at the very beginning of the school year with an individual placement inventory, is the best type of placement a teacher can use.

Students' learning rates vary greatly each year, and from year to year; therefore it is very important for your teachers to find correct placement for their students at the beginning of each year.

Your Reading Committee can make up a school-wide Individual Inventory using the basal readers the school has adopted, or commercially prepared placement inventories can be purchased. There are several on the market that are easy for the classroom teacher to use. See the Testing Section for a listing of appropriate Individual Placement Inventories.



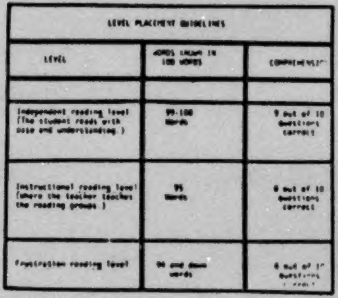
2. TEACHER OBSERVATION

One method of teacher observation, consists of listening to a child read aloud. It is used primarily in grades 1, 2, and 3, but can be used in all grades.

Teachers should begin with the basal reader a level below their own grade level, then move up. The child continues reading at different levels until the teacher finds the student's independent level. The teacher moves to the next higher level and continues until the instructional level is found. (The classroom instruction with the teacher should take place at the student's instructional level.)

While listening to a hundred word passage, the teacher makes reference to the Level Placement Guideline Chart.

(CHART
ON
NEXT
PAGE)



The teacher keeps track and counts the number of words missed and the number of comprehension questions not answered. Using the information for each child and referring to the chart, the teacher looks for the student's instructional level.

When a student begins reading and scores at the frustration level, the teacher should drop back a level and try him/her there. The teacher should continue in this manner until the instructional level is found. Reading from the basal readers that the school uses helps assure that a good placement for the student will be made. Matching the materials and the student is very important! Reading success for each student depends on correct placement and adequate instructional materials on the student's level.

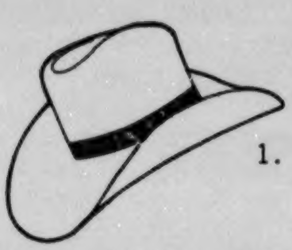
LEVEL PLACEMENT GUIDELINES

LEVEL	WORDS KNOWN IN 100 WORDS	COMPREHENSION
Independent reading level. (The student reads with ease and understanding.)	99-100 Words	9 out of 10 questions correct
Instructional reading level (Where the teacher teaches the reading groups.)	95 Words	8 out of 10 questions correct
Frustration reading level.	94 and down words	6 out of 10 questions correct

3. GROUP PLACEMENT

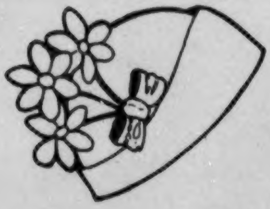
Silent Reading Group Placement Test

The following description of a silent reading activity may be used with any textbook found in a classroom. Use as a classroom activity. This procedure may begin at the the third grade and be continued throughout the elementary school. Teachers need to find those students who can handle the textbook material successfully and those who cannot.



To prepare a silent reading group placement test follow these steps:

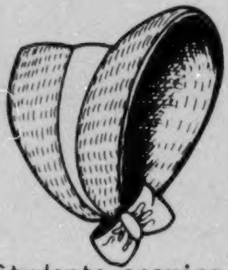
1. Select a hundred word passage anywhere in the book.



2. Prepare a set of questions for the material just as you would when teaching a lesson. (The students need to read the questions silently and write their answers.)

To administer a silent reading group placement test follow these steps:

1. Have the students turn to the passage and read it silently.



2. Direct them to answer the questions on the paper.
3. Collect the questions and answers. Check them.

Students scoring 80% and above can handle the material. Those who scored below 80% need to drop back a level and try again. Students who score 100% need to advance a level. This continues both ways until adequate levels are found. Students of similar abilities are then grouped together.

D. GROUP MANAGEMENT

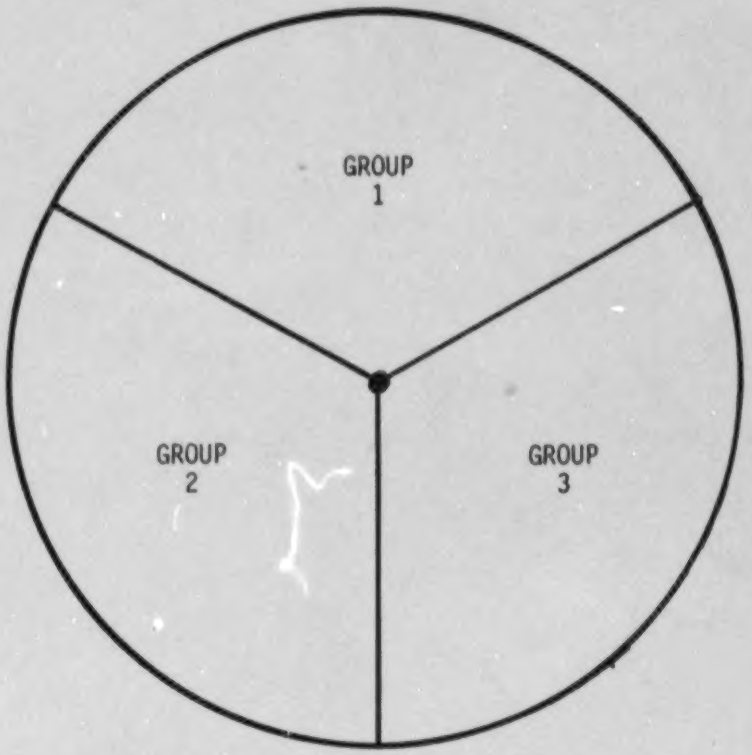
The most often asked questions are:

"What do I do with the students who are not in the group?

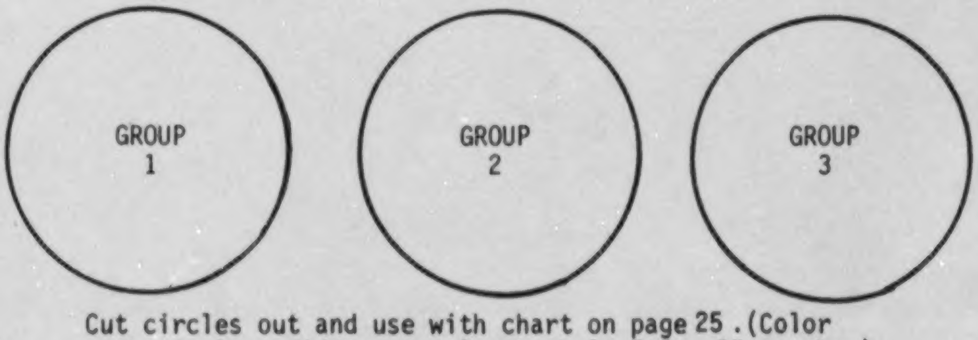
How can I keep them occupied with meaningful reading-related activities that are of real value?"

Students who are not working directly with the teacher in a group situation are involved in independent activities. The teacher must plan for these activities and provide students with additional things to do for those who finish early. Make sure the entire class understands the purposes for the independent work before beginning. Remember to vary the activities. On the next few pages, you will find several manipulative charts that you can use to help your teachers learn how to manage several groups at one time.

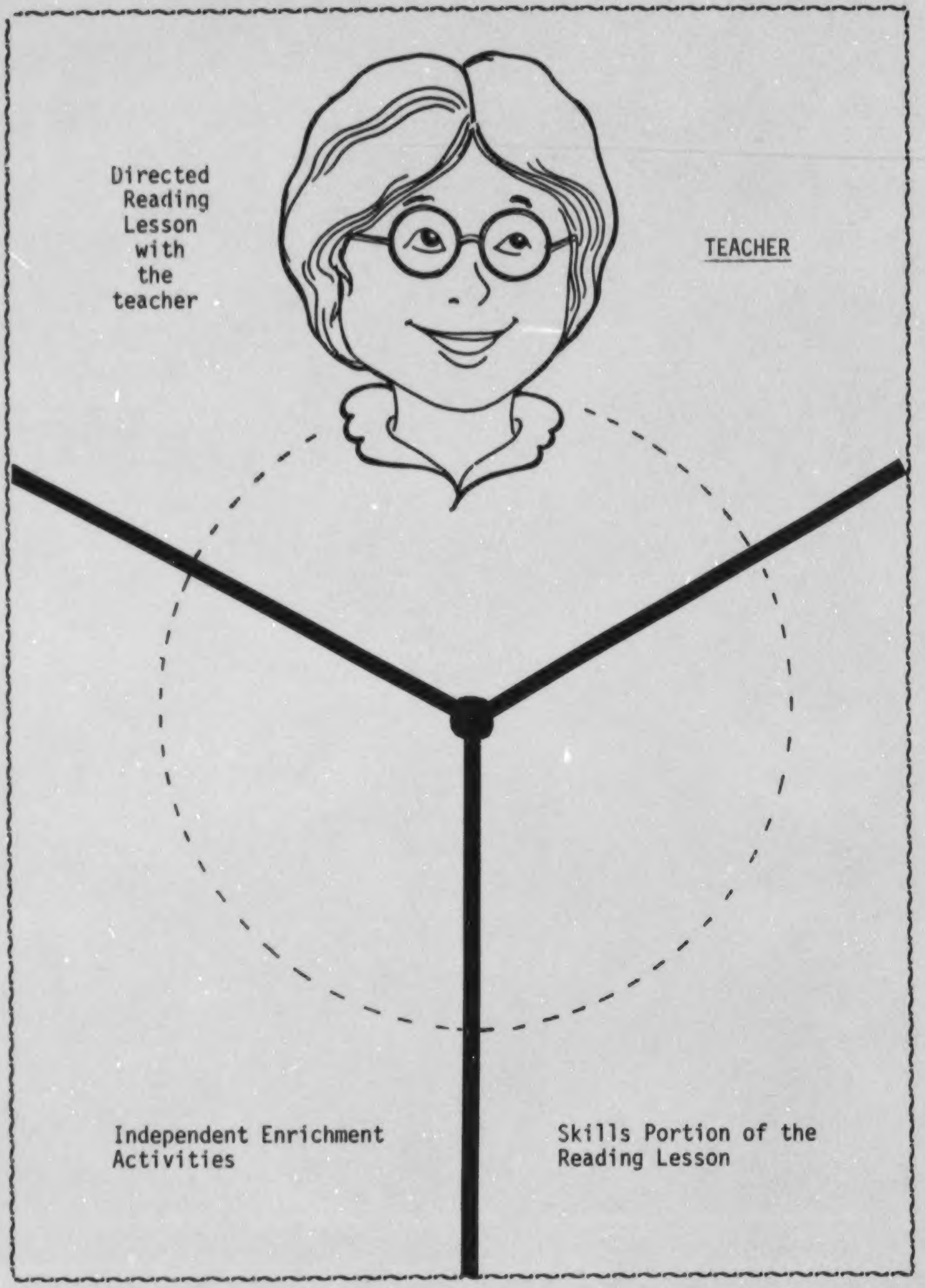
MANIPULATIVES FOR MANAGING GROUPS


GROUP
1
GROUP
2
GROUP
3

Cut out circle. Place circle dot over dot on next page. Push brad through center of both circles and secure brad. Move top circle to the right...


GROUP
1
GROUP
2
GROUP
3

Cut circles out and use with chart on page 25 .(Color each circle a different color to help "visual" teacher)


Directed Reading Lesson with the teacher
TEACHER
Independent Enrichment Activities
Skills Portion of the Reading Lesson

MANAGING GROUPS

Use circles from preceding pages to move from place to place. These circles represent different reading groups.

Teacher Working With Students	Skills Portion of the Reading Lesson	Independent Enrichment Activities
GROUP 1	GROUP 3	GROUP 2
GROUP 2	GROUP 1	GROUP 3
GROUP 3	GROUP 2	GROUP 1

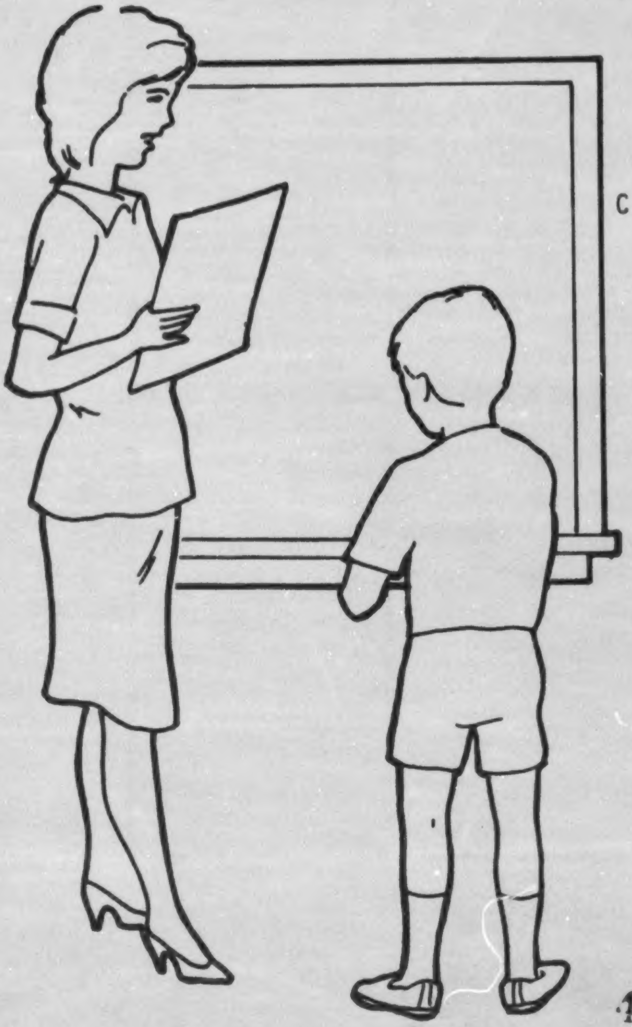
E. TEACHING A DIRECTED READING LESSON

A. Getting Ready to Read

1. Vocabulary Development
2. Concept Development
3. Set Purposes

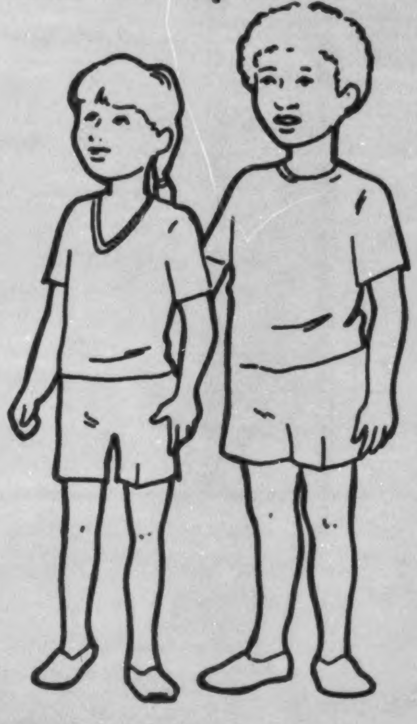
B. Silent Reading With A Purpose

Children read to themselves.



C. Comprehension Check

Teacher asks the children to tell them all they can remember about what they have read.



TEACHING A DIRECTED READING LESSON (continued)

D. Purposeful Rereading

A. Oral Reading - Oral reading is done to answer specific questions

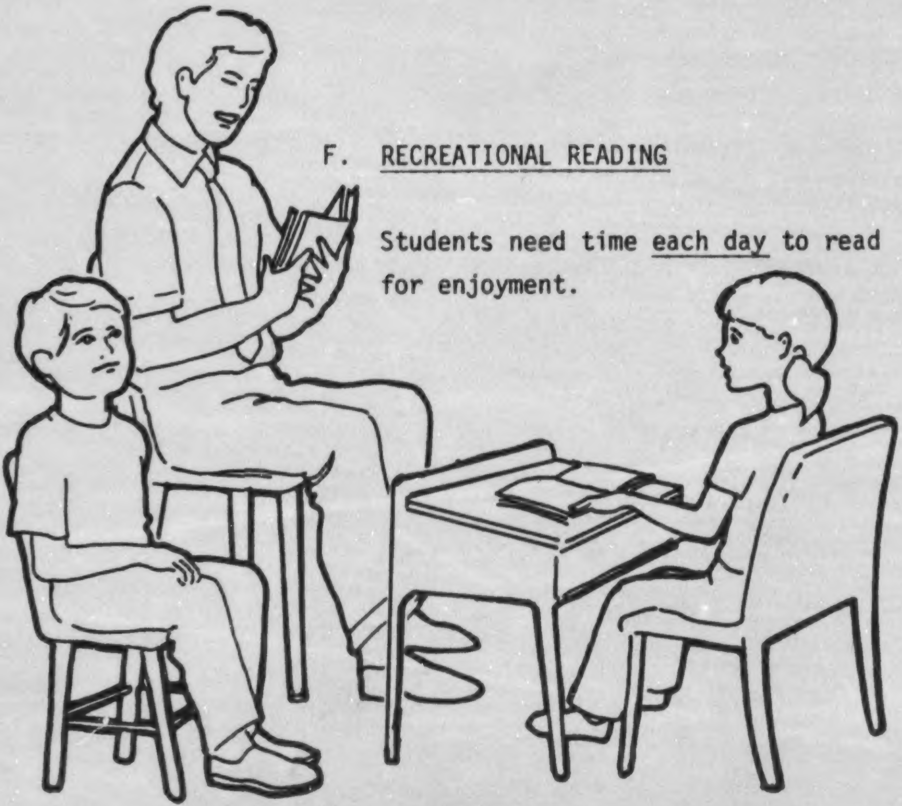
B. Silent Reading - Silent reading is done to answer specific questions

E. Skills

Skills are usually a separate part of the reading lesson. The skills section in the teacher's manual is taught in preparation for independent work in the pupil workbook.

F. RECREATIONAL READING

Students need time each day to read for enjoyment.



I. Getting Reading to Read

A. Vocabulary Development - In order for students to read for comprehension purposes it is imperative they recognize and understand the words they encounter in print. It is the teachers' responsibility to determine which words to introduce to his/her students enabling them to fully comprehend the material they are reading.

B. Concept Development - The teacher's responsibility is to build the concepts that he/she knows the students do not have. Much of the background needs to come from the students as this is a necessary function to link students' concepts with their knowledge. In order to link concepts with knowledge the teacher needs to consider these factors: environment, locale, past experiences and cultural background.

C. Setting Purposes - Students need to read for purposes. Usually they read for two purposes: those the teacher sets and those students set for themselves. Must of the emphasis needs to be on student purposes for reading. For example: when introducing a story in a basal reading text the teacher may have the students read the title, look through the selection at the pictures and have the students hypothesize on what they think the selection will be about. While the students are doing this, the teacher writes their ideas on the board. The students read the selection to themselves to see if they have hypothezied correctly. Every idea is acceptable in the beginning stages. There is no right or wrong. After silently reading the selection the students return to the ideas generated before reading. Each idea is considered. It was either in the story or not in the story. Again there is no right or wrong. It was just in the story or not in the story. Those that were not in the story are erased. After consideration of the ideas, it is up to the students and teacher to add to the list if they wish.

II. Silent Reading - The long range goal of every teacher in the elementary grades is to prepare the child to be a mature reader. As a mature reader the majority of time spent in the process of reading is done reading silently. It is a challenge to each teacher to have her students reading silently as soon as possible. It is also a challenge to each teacher to remember to have students read their assignments silently before any oral reading is done. As adults none of us would appreciate being asked to perform in front of an audience without preparation time.

III. Comprehension Check - When students have completed their silent reading it is then the responsibility of the teacher and the students to complete the reading process by engaging in either written or oral discussion to determine if the purposes have been met. This activity evolves from the purposes set before silent reading was begun. Again this was a co-operative activity between teacher and student. The comprehension check is a co-operative activity so that the teacher is able to determine if the students understood the reading and the students are able to determine what was important including facts and ideas that need to be remembered about what they have just read.

IV. Rereading - Oral reading is usually done in grades one and two so that the teacher can determine if the children are learning the vocabulary words. In these grades students are learning to read. (Children first learned to talk by listening. Children need to read aloud to listen to themselves in order to hear if what they are reading makes sense. Most children usually move beyond this stage by the end of second grade and/or the beginning of third grade.) Children in these grades need a lot of practice reading aloud in order to become good silent readers. It can be compared to sports. There are few people who are atheletes that can become professionals without practice. It is the same with reading. There is a lot of practice that takes place in the beginning stages.

Reading aloud in most cases is considered to be a speaking-listening situation. Most speakers demand a considerate audience. It is seldom everyone in the audience has a copy of the speaker's text. If this were to be the case you would be able to read the text yourself at your own pace and would not be inclined to listen to the speaker. In all probability you would find that you had finished reading a long time before the speaker had finished talking. Most of us have our own rates of speaking.

Let's consider what may happen in a reading lesson in the first three grades. The teacher has her students grouped according to instructional levels. Usually she has arranged some special seating for the groups. She has followed the steps of getting ready, silent reading with a purpose, and the comprehension check. Now the group is ready for oral rereading. All of the students have their books open and one child is selected to begin reading. Many things begin to happen at this time if all the children have their books open. The child who is reading aloud may not know a word or mispronounce it and another may correct him. This does not help the student who is reading aloud. In fact, many of us have experienced some of our most embarrassing moments because of this practice. The rate of oral reading is slow. Some students will have read far ahead of the oral reader. So if we are asking students to keep the place, you are actually slowing down your faster silent readers. What can be done?

Teachers can create a listening situation by having the students who are not reading have their books closed. In this way they are listening and not checking or reading ahead. They are also not embarrassing the student who is reading aloud. There are some legitimate reasons for reading aloud. One of the most important is to verify an answer, others are for the teacher to determine what problems if any, the student is having; favorite paragraphs; character descriptions; plays; etc.

Silent Reading - Students at this point will be rereading silently to verify an answer or to clarify a point that may arise during discussion or to answer specific questions.

V. Skills - This section of the lesson includes activities that are concerned with the mechanical aspects of reading. Some of these are: sounds of letters, letters in combinations, prefixes, suffixes, root words, compound words, contextual clues, and comprehension skills.

VI. Recreational Reading - During the school day a specific amount of time needs to be set aside to give the student the opportunity to read anything he/she wishes to read. Hopefully students will enjoy reading material for recreational purposes.

F. READING APPROACHES AND METHODS

BASAL READER APPROACH

Most schools in the United States use the basal reader approach. It consists of a student text and activity book. The teacher uses a teacher's manual, with lesson plans, to teach the lesson. Many optional materials are usually available. In the primary grades, charts are available that include the presentation of the vocabulary words and the skills part of the lesson. Principals wanting to help their teachers would be wise to purchase these charts. When the charts are used, less time is spent writing material on the board and more valuable teaching time is spent interacting with students. The basal reading approach provides specific lessons, a systematic approach and materials needed for the student and the teacher.

VISUAL-AUDITORY METHOD

Included in the basal reader are varied methods or approaches to reading. The visual-auditory method of reading instruction is currently the most widely method used. With this method, the children are taught sight words. Sometimes the method is known as the look-say method. The sight words are put together to form sentences. The children are then usually ready to read the preprimer. The sight words are used to form generalizations about beginning letters and sounds, and to classify words such as color words and words that name people, etc.

AUDITORY-VISUAL METHOD

The auditory-visual method of reading has the letter as the basic unit of instruction. The student acquires sound-symbol associations in the beginning. These sound-symbol associations are synthesized to form words. Sometimes this is referred to as the phonics approach to reading.

LINGUISTIC WORD STRUCTURE APPROACH

The linguistic word structure approach has the word pattern as the basic unit of approach. For example: cat, fat, hat, mat, Nat, pat, rat, and sat are taught. These words have a regular spelling pattern. The words are then put together to form sentences.

Nat is a fat cat.
Pat the fat cat.
The hat sat on the fat cat.
The fat cat sat on the mat.
The cat on the mat is Nat.

The teacher in a self-contained classroom, who knows her students well, can adapt her methods of teaching to fit the students.

LANGUAGE-EXPERIENCE APPROACH

There is one approach that is sometimes used before students enter the basal readers and that is the Language-Experience Approach. The students, as individuals, or as a group, dictate something that interests them, to the teacher. As they dictate, the teacher records the story. Since the language patterns are those of the children, this method enables them to understand that reading is "talk written down". The language experience approach is used to develop a sight vocabulary to ensure success when the students begin reading books.

INDIVIDUALIZED READING

Individualized Reading includes group and individual work. Students can be grouped for skill instruction depending upon their needs. If there is a wide variety of books available, students are able to select books to read on their reading level that are of interest to them. The teacher works individually with the student through conferences. This method of teaching reading requires a large collection of books, knowledge of the reading process, evaluation skills and organizational skills.

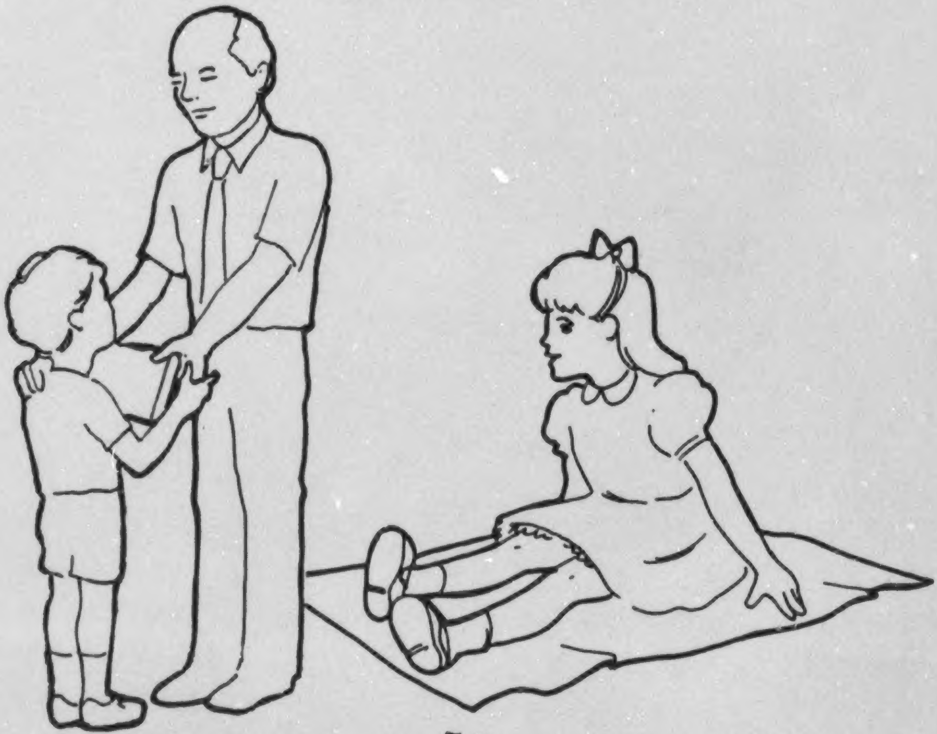
G. READING RECORDS

Reading records tell where the child is reading. Teachers record during the year and at the end of the year, the name of the book, the publisher, and the page number the child has finished, and skills that students have mastered. Teachers can use these records to preview their class at the beginning of the next year, to find out what books their students have read. The records can be used in parent conferences as a good reference point.

The records can be as lengthy or as brief as your Reading Committee wishes. Your committee needs to design a record card to fit your school.

On the following pages, there are some examples of several different record forms.

These forms may be duplicated as printed; or the forms can be changed to correlate with your reading curriculum.



READING RECORD

BASAL READER		SUPPLEMENTAL		RECREATIONAL	
Title	Date Completed	Title	Date Completed	Title	Date Completed

Name ______________________________

Grade ______________________________

School Entry Date ______________________________

Teacher ______________________________

READING RECORD CARD

STUDENT NAME ______________________

GRADE 1 YEAR __________		GRADE 2 YEAR __________	
ADOPTED TEXT	DATE	ADOPTED TEXT	DATE
SUPPLEMENTAL TEXT	DATE	SUPPLEMENTAL TEXT	DATE
TEACHER ______________________		TEACHER ______________________	

NAME ____________________

READING RECORD CARD

DIRECTIONS: THE READING RECORD CARD IS TO BE USED AS A CONTINUOUS ASSESSMENT OF INDIVIDUAL STUDENT SKILLS. TO RECORD COMPETENCY IN A SKILL, CHECK (✓) THE APPROPRIATE COLUMN. NOTE BASAL TEXTS COMPLETED AND ANY OTHER RELEVANT COMMENTS. THE SHADED AREA DESIGNATES KINDERGARTEN READING READINESS SKILLS.

RR pp p 1^1 1^2 2^1 2^2 3^1 3^2

4^1 4^2 5^1 6 7 8 9

Basal(s)/System(s) used: 19__

Level(s) __
Comments:

Teacher ___________ Gr. ______

School ____________________

Basal(s)/System(s) used: 19__

Level(s) _____
Comments:

Teacher ___________ Gr. ______

School

Basal(s)/System(s) used: 19__

Level(s) ______
Comments:

Teacher ___________ Gr. _______

School ____________________

			19	19	19	19	19	19
I.	Vocabulary							
1	Recognizes name	▨						
2	Recognizes capital letters	▨						
	Recognizes lower case letters	▨						
	Recognizes numerals	▨						
3	Recognizes colors	▨						
4	Recognizes color words	▨						
5	Recognizes high frequency words	▨						
6	Recognizes number words	▨						
7	Shows oral language development	▨						
8	Selected sight word recognition							
9	Uses new words/sentences/stories							
10	Context clues/consonants							
11	Antonyms							
	Synonyms							
	Homonyms							
	Multiple-meaning words							
12	Word endings							
II.	Word Attack							
13	Discriminates familiar sounds	▨						
	Recognizes rhythm patterns	▨						
	Hears rhyming words	▨						
	Hears word likenesses/differences	▨						
	Repeats multisyllabic words	▨						
14	Distinguishes geometric shapes	▨						
	Distinguishes size relationships	▨						
	Matches like words	▨						
15	Recognizes initial consonant sounds	▨						
	Recognizes final consonant sounds	▨						
	Recognizes consonant digraphs	▨						
16	Consonant sounds/names							
	Hard and soft c/g							
	Two-three letter consonant blends							
	"Y" consonant/vowel							
17	Rhyming words							
18	Vowel names and sounds							
	'r' controlled vowels							
	Vowel digraphs-diphthongs							
	Vowel principles							
19	'ed' endings-pronunciation							
20	Root words							
	Prefixes							
	Suffixes							
21	Plurals							
22	Possessive forms							
23	Compound words							
24	Contractions							
25	Syllabication							
26	Schwa							

NAME ____________________________

Basal(s) System(s) used: 19__

Level(s)________
Comments:

Teacher______________Gr._______

School ___________________________

Basal(s) System(s) used: 19__

Level(s)________
Comments:

Teacher_____________Gr.________

School

Basal(s) System(s) used: 19__

Level(s)________
Comments:

Teacher _____________Gr._____

School __________________________

Basal(s) System(s) used: 19__

Level(s)______
Comments:

Teacher_________Gr.________

School ___________________________

Basal(s) System(s) used: 19__

Level(s)______
Comments:

Teacher_________Gr.________

School ___________________________

III. Comprehension

		19	19	19	19	19	19
27 Describes objects in sentences	■						
Describes pictures in sentences	■						
Responds to ideas in sentences	■						
28 Recalls stories	■						
29 Classifies objects	■						
Classifies pictures	■						
Classifies words	■						
30 Orders objects by size, color, etc	■						
Orders pictures in sequence	■						
31 Understands positional words (in-out)	■						
32 Follows directions	■						
33 Reasons-predicts outcomes/pictures	■						
Reasons-predicts outcomes/situations	■						
34 Evaluates behavior/story characters	■						
Recognizes own emotions	■						
Verbalizes feelings	■						
35 Uses art forms for expression	■						
36 Details (who, what,...)							
37 Directional/transitional words							
38 Main idea							
39 Implied details/inferred main idea							
40 Problem stating/solving							
41 Realism/fantasy							
Fact/opinion							
42 Location of information in story							
43 Evaluation-behavior-story characters							
44 Sensitivity/sympathy/empathy							

IV Study Skills

45 Demonstrates left-right progression	■						
46 Demonstrates correct progression/book	■						
47 Demonstrates use/care of books	■						
48 Directions, oral/written							
49 Sequential order							
50 Classification							
51 Topics/titles							
52 Alphabetization							
53 Summarizations							
54 Outlines							
55 Footnotes/bibliographies							
56 Reading rate							
57 Title page							
58 Table of contents							
59 Index							
60 Glossary							
61 Dictionary/guide words							
diacritical markings							
grammatical abbreviations							
definitions							
accent-syllabication							
cross-references							
62 Reference materials							
63 Maps							
64 Charts and graphs							
65 Tables and schedules							
66 Library books							
67 Essential/non-essential facts							
68 Author's qualifications							
69 Propaganda techniques							

INTRODUCTION OF THE SKILLS SEQUENCE

The following lists of skills for each grade level are prepared in the form of checklists for the teacher's convenience. Each list can be considered as a set of general expectations of skill achievement for students in the developmental reading program (i.e., those students whose instructional reading level is comparable with their grade placement).

These checklists may also be used with students who are reading above or below grade placement (e.g., if a 6th grade student's instructional reading level is at 4th grade, the teacher may want to use the 4th grade checklist as a guide to the skills needed by that student). As the student progresses in his/her skill development, additional lists at graduating difficulties will become appropriate for use.

Do not expect each child to achieve proficiency in all skills at any given level. Often a perceptual (or other) difficulty may limit a student in his/her ability to assimilate a specific set of skills(e.g., the student who experiences auditory discrimination difficiencies may be unable to associate sounds with symbols). Therefore, the teacher will need to remain flexible in allowing students to progress to higher levels as the individual need arises.

The checklists were intended to serve only as general guidelines. In order to facilitate classroom use at each grade level, many of the subskills were omitted.

It is hoped that each of our Oklahoma school faculties will accept the challenge of creating their own checklist for each grade level. Using the following pages as guidelines, teachers at each level should determine, according to the specific needs and abilities of students in their own communities, those specific skills each child should be expected to master.

The value of reading lies in using it as a vehicle for understanding, solving problems, and enjoying. Let us work together to achieve this worthy goal with each child in Oklahoma.

SCHOOL ______ STUDENT'S NAME ______

KINDERGARTEN LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the Right, Enter the Date on which this student reached a satisfactory proficiency level(suggested proficiency level: 85%).

ENTER DATE*

A. Recognizes and Can Write Own Name ______

B. Knows and Can Correctly Name The Letters ______

C. Knows And Can Correctly Name The Numbers ______

D. Can Carry on Conversation in Sentences ______

E. Can Associate Words To Pictures ______

F. Hears Rhyming Words As in Nursery Rhymes ______

G. Recognizes Likenesses And Differences In:

Colors* ______ Objects* ______ Shapes* ______

Left-Right* ______ Sizes* ______ Up-Down* ______

Words: Beginning--Middle-End* ______

H. Comprehension From Stories Read Or Told

1. Literal--"What Does This Book Say?" ______
2. Reorganization--"What Does This Information Fit?" ______
3. Interpretive--"What Does This Book Mean?" ______
4. Evaluation--"How Good Is This Book?" ______
5. Appreciation--"How Does This Book Make Me Feel?" ______
6. Application--"How Can I Apply This Information To Another Situation?" ______
7. Integration--"What Does This Book Really Mean To Me?" ______
8. Creative--"What New Ideas Were Sparked By This Book?" ______

I. Able To Sit And Work On Task For At Least 10 Minutes ______

J. Appears To Have Sufficient Hearing And Visual Health To Comprehend Classroom Activities ______

K. Listening Skills: Will Be Able To Listen To A Story Being Told or Read ______

L. Can Put Things In Proper Sequence ______

M. Gets Excited About Reading ______

N. Can Visualize Events in A Story Being Read Aloud or Told ______

SCHOOL

STUDENT'S NAME

FIRST GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level(suggested Proficiency level: 85%).

	ENTER DATE*
A. Recognizes 500 words By Sight	
B. Understands and Uses New Words	
C. Understands and Uses Punctuation: Period, Comma, Question Mark Exclamation Mark	
D. Recognizes and Can Reproduce Sounds In Words In Sentences	
1. Nineteen Single Initial Consonants in Initial, Medial, and Final	
2. Seventeen Consonant Initial Blends	
E. Knows Names Of Vowels	
F. Knows Endings "s", "ing", "ed"	
G. Recognizes Compound Words	
H. Knows Common Word Families	
I. Comprehension From Stories Read Or Told	
1. Literal--"What Does This Book Say?"	
2. Reorganization--"Where Does This Information Fit?"	
3. Interpretive--"What Does This Book Mean?"	
4. Evaluation--"How Good Is This Book?"	
5. Appreciation--"How Does This Book Make Me Feel?"	
6. Application--"How Can I Apply This Information To Another Situation?"	
7. Integration--"What Does This Book Really Mean To Me?"	
8. Creative--"What New Ideas Were Sparked By This Book?"	
J. Oral Reading	
1. Uses Correct Prounuciation and Intonation For Meaning	
2. Uses Correct Phrasing	
3. Uses Simple Punctuation Correctly	
K. Silent Reading: Reads Without Sounds Or Lip Movements	

FIRST GRADE LEVEL READING SKILLS continued

ENTER DATE

L. Listening Skills

1. Will Be Able To Listen To A Story Being Told Or Read ______

2. Can Follow Oral Directions ______

3. Can Put Events In A Story Being Read Or Told ______

M. Can Visualize Events In A Story Being Read Or Told ______

OTHER INFORMATION

A. Student's Instructional Reading Level

January ______________________

May ______________________

B. Basal Readers Completed (By Title)

____

____

____

____

____

C. Supplementary Materials Completed (By Title)

____

____

____

____

____

D. Recreational Materials Completed (By Title)

____

____

____

____

____

SCHOOL ____________________ STUDENT'S NAME ____________________

SECOND GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level (suggested proficiency level: 85%).

	ENTER DATE
A. Recognizes 220 Dolch Basic Sight Words	
B. Understanding Words	
1. Understands and Uses Multiple Meanings of Words	
2. Understands and Uses Synonyms	
3. Understands and Uses Antonyms (Opposites)	
4. Understands and Uses Homonyms	
5. Understands and Uses Homographs	
C. Recognizes and Can Reproduce Sound In Words in Sentences	
1. Knows Nineteen Single Consonants In Initial, Medial, and Final	
2. Knows Seventeen Initial Consonant Blends	
3. Knows Six of The Three Letter Consonant Blends	
4. Knows Long and Short Vowel Sounds	
D. Knows Compound Words and Base Words	
E. Knows Word Families	
F. Knows Possessives and Word Endings	
G. Knows Contractions	
H. Comprehension of Stories Read or Told	
1. LITERAL--"What Does This Book Say?"	
2. REORGANIZATION--"Where Does This Information Fit?	
3. INTERPRETIVE--"What Does This Book Mean?"	
4. EVALUATION--"How Good Is This Book?"	
5. APPRECIATION--"How Does This Book Make Me Feel?"	
6. APPLICATION--"How Can I Apply This Information To Another Situation?"	
7. INTEGRATION--"What Does This Book Really Mean To Me?	
8. CREATIVE--"What NEW Ideas Were Sparked By This Book?"	

SECOND GRADE LEVEL READING SKILLS continued

	ENTER DATE
I. Can Read Aloud Fluently, Distinctly, and With Expression	
J. Listening Skills	
1. Can Follow Oral Directions	
2. Can Put Events in Proper Sequence	
K. Can Visualize What is Being Read Or Told	

OTHER INFORMATION

A. Student's Instructional Reading Level

September ______________________

January ______________________

May ______________________

B. Basal Readers Completed (By Title)

____

____

____

____

____

C. Supplementary Materials Completed (By Title)

____

____

____

D. Recreational Materials Completed (By Title)

____

____

____

_______________ School   _______________ Student's Name

THIRD GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level (Suggested proficiency level: 85%).

	ENTER DATE
A. Recognizes 220 Dolch Sight Words	
B. Knows Prefixes and Suffixes	
C. Can Identify Base and Compound Words	
D. Knows and Can Reproduce Within Sentences	
1. Consonants in Initial, Final, and Medial Positions	
2. Consonant Blends	
3. Vowel Sounds -- Long and Short	
E. Can Determine Number of Syllables in A Word	
F. Can Determine Where A Word Should Be Divided	
G. Can Change Word to Plural By Adding "s", "es", "ies"	
H. Comprehension From Stories Read or Told	
1. LITERAL--"What Does This Book Say?"	
2. REORGANIZATION--"Where Does This Information Fit?"	
3. INTERPRETIVE--"What Does This Book Mean?"	
4. EVALUATION--"How Good Is This Book?"	
5. APPRECIATION--"How Does This Book Make Me Feel?"	
6. APPLICATION--"How Can I Apply This Information To Another Situation?"	
7. INTEGRATION--"What Does This Book Really Mean To Me?"	
8. CREATIVE--"What New Ideas Were Sparked By this Book?"	
I. Can Locate Information By Alphabetized Index, Dictionary, Glossary, Encyclopedia, Telephone Directory	
J. Can Read At A Varying Rate For A Definite Purpose	
K. Knows Parts Of A Book	
L. Listening Skills	
1. Can Follow Oral Directions	

THIRD GRADE LEVEL READING SKILLS continued	ENTER DATE
2. Can Put Events In Proper Sequence	
3. Can Take Simple Dictation	
M. Can Read Aloud Fluently, Distinctly, and With Expression	
N. Can Visualize What Is Being Read Or Told	

OTHER INFORMATION

A. Student's Instructional Reading Level

September ____________________

January ____________________

May ____________________

B. Basal Readers Completed (By Title)

C. Supplementary Materials Completed (By Title)

D. Recreational Materials Completed (By Title)

SCHOOL ____________________ STUDENT'S NAME ____________________

FOURTH GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level (suggested proficiency level: 85%)

ENTER DATE

A. Recognizes 220 Dolch Sight Words ____

B. Knows and Recognizes

1. Compound Words ____
2. Root Words ____
3. Suffixes and Prefixes ____
4. Contractions ____
5. Vowel and Vowel Combinations ____
6. Plurals ____
7. Hyphenated Words ____
8. Consonants and Consonant Blends ____

C. Knows and Uses Punctuation Correctly

1. Quotation Marks ____
2. Parentheses ____
3. Exclamation Marks ____
4. Italics ____

D. Recognizes and Can Use

1. Pronunciation Key ____
2. Diacritical Marks ____
3. Alternative Pronunciation ____
4. Primary Accent in Syllabication ____
5. Dividing Word at End of Line ____
6. Guide Words ____

E. Comprehension From Stories Read Or Told

1. LITERAL -- "What Does This Book Say?" ____
2. REORGANIZATION -- "Where Does This Information Fit?" ____
3. INTERPRETIVE -- "What Does This Book Mean?" ____
4. EVALUATION -- "How Good Is This Book?" ____

ENTER GRADE

5. APPRECIATION -- "How Does This Book Make Me Feel?" ____

6. APPLICATION -- "How Can I Apply This Information To Another Situation?" ____

7. INTEGRATION -- "What Does This Book Really Mean To Me?" ____

8. CREATIVE -- "What New Ideas Were Sparked By This Book?" ____

F. Study Skills

1. Can Alphabetize Through The 4th Letter ____
2. Can Name And Use Parts of Reference Type Materials ____
3. Can Use SQ3R Strategy With Content Materials ____
4. Can Make A Simple Outline ____
5. Can Summarize ____
6. Can Synthesize Various Materials On A Single Theme ____
7. Simple Note-Taking From Reading ____

G. Listening Skills

1. Can Put Events In Proper Sequence ____
2. Can Follow Oral Directions ____
3. Can Take Dictation ____
4. Can Take Simple Notes From Oral Presentation ____

H. Oral Reading: Can Read Aloud Fluently, Distinctly and with Expression ____

I. Can Visualize Events Read Or Told ____

OTHER INFORMATION

A. Student's Instructional Reading Level

B. Basal Reader Completed (By Title)

September ____ ____

January ____ ____

May ____ ____

SCHOOL ______________________ STUDENT'S NAME ______________________

FIFTH GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level (suggested proficiency level: 85%)

	ENTER DATE
A. Recognizes 220 Dolch Sight Words	
B. Content Area Vocabulary Knowledge	
C. Recognizes Synonyms, Antonyms, Homonyms	
D. Phonics Skills	
1. Can Sound Out Words For Pronunciation	
2. Can Divide Syllables	
E. Dictionary	
1. Alphabetization, Fourth Letter and Beyond	
2. Interpret Pronunciation and Diacritical Markings	
3. Recognize Use of Different Parts of Speech	
F. Reference Material	
1. Can Use Alphabet To Locate Information In Encyclopedia	
2. Can Use Atlas To Answer Questions	
3. Can Use Maps To Find Locations	
4. Can Use Index To Locate Information In Newspapers Or Magazines	
5. Can Use Telephone Directory Correctly	
6. Can Use Catalogs	
G. Comprehension From Stories Read Or Told	
1. LITERAL -- "What Does This Book Say?"	
2. REORGANIZATION -- "Where Does This Information Fit?"	
3. INTERPRETIVE -- "What Does This Book Mean?"	
4. EVALUATION -- "How Good Is This Book?"	
5. APPRECIATION -- "How Does This Book Make Me Feel?"	
6. APPLICATION -- "How Can I Apply This Information To Another Situation?"	
7. INTEGRATION -- "What Does This Book Really Mean To Me?"	
8. CREATIVE -- "What New Ideas Were Sparked By This Book?"	

FIFTH GRADE LEVEL READING SKILLS continued

SKILLS SEQUENCE

	ENTER DATE
H. Oral Reading	
1. Can Read Drama And Poetry With Meaning	
2. Can Read Any Material Fluently	
I. Study Skills -- Demonstrates The Use Of	
1. Classifying	
2. Outlining	
3. Summarizing	
4. Synthesizing	
5. Skimming	
6. Scanning	
7. SQ3R	
8. Note-Taking	
J. Listening Skills	
1. Can Follow Oral Directions	
2. Can Put Events In Proper Sequence	
3. Can Take Notes From Oral Presentation	
K. Can Visualize Events Read Or Told	

OTHER INFORMATION

A. Student's Instructional Reading Level

September

January

May

B. Basal Reader Completed (By Title)

SCHOOL ____________________ STUDENT'S NAME ____________________

SIXTH GRADE LEVEL READING SKILLS
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level (suggested proficiency level: 85%)

	ENTER DATE
A. Recognizes 220 Dolch Sight Words	
B. Phonics Skills	
1. Can Divide Syllables	
2. Knows Prefixes and Suffixes	
3. Can Recognize Root Words	
4. Can Tell Where Accent Is In A Word	
C. Dictionary	
1. Alphabetization	
2. Can Pronounce Words From Diacritical Markings	
3. Can Use Guide Words	
D. Information From Several Sources -- Reference Materials	
1. Can Locate Information In The Encyclopedia	
2. Can Interpret Maps, Graphs, Directions	
3. Can Use Card Catalog To Locate Books In Library	
4. Can Locate Information From Reader's Guide To Periodicals	
E. Word Meaning	
1. Can Use Context Clues	
2. Can know Different Words In Content Areas	
3. Knows Synonyms, Homonyms, and Antonyms	
4. Knows Multiple Meanings of Words	
5. Has an Understanding Of Figurative Expressions Alliteration, Simile, Metaphor, Hyperbole, Personification)	
6. Has An Understanding Of Analogies	
F. Can Adapt Reading Speed To Material and Need	
G. Oral Reading	
1. Can Read Drama and Poetry with Meaning	
2. Can Read Any Material Fluently	

	ENTER DATE
H. Comprehension From Stories Read Or Told	
1. LITERAL -- "What Does This Book Say?"	
2. REORGANIZATION -- "Where Does This Information Fit?"	
3. INTERPRETIVE -- "What Does This Book Mean?"	
4. EVALUATION -- "How Good Is This Book?"	
5. APPRECIATION -- "How Does This Book Make Me Feel?"	
6. APPLICATION -- "How Can I Apply This Information To Another Situation?"	
7. INTEGRATION -- "What Does This Book Really Mean To Me?"	
8. CREATIVE -- "What New Ideas Were Sparked By This Book?"	
I. Study Skills	
1. Classifying	
2. Outlining	
3. Summarizing	
4. Synthesizing	
5. Scanning	
6. Skimming	
7. SQ3R	
8. Note-taking	
J. Listening Skills	
1. Can Follow Oral Directions	
2. Can Put Events In Proper Sequence	
3. Can Take Notes From Oral Presentation	
K. Can Visualize Events Read Or Told	

OTHER INFORMATION

A. Student's Instructional Reading Level

September ________ January ________ May ________

________________________ SCHOOL

________________________ STUDENT'S NAME

READING SKILLS FOR GRADES 7-9
(BY END OF YEAR)

DIRECTIONS: In the column at the right, enter the date on which this student reached a satisfactory proficiency level(suggested proficiency level: 85%)

	ENTER DATE
A. Vocabulary	
1. Has Adequate Sight Word Vocabulary ________	
2. Ability to Unlock Pronunciation of New Words	
a. Can Use Context Clues ________	
b. Can Use Phonics Skills ________	
c. Can Use Picture Clues ________	
d. Can Use Knowledge of Prefixes, Suffixes, and Root Words ________	
3. Can Attach Multiple Meanings To Words ________	
B. Comprehension	
1. LITERAL -- "What Does This Book Say?" ________	
2. REORGANIZATION -- "Where Does This Information Fit?" ____	
3. INTERPRETIVE -- "What Does This Book Mean?" ________	
4. EVALUATION -- "How Good Is This Book?" ________	
5. APPRECIATION -- "How Does This Book Make Me Feel?" ____	
6. APPLICATION -- "How Can I Apply This Information To Another Situation?" ________	
7. INTEGRATION -- "What Does This Book Really Mean To Me?"	
8. CREATIVE -- "What New Ideas Were Sparked By This Book?"	
C. Listening Skills	
1. Can Follow Oral Directions ________	
2. Can Put Events In Proper Sequence ________	
3. Can Take Notes From Oral Presentation ________	
D. Oral Reading Skills - To Be Applied To	
1. Plays ________	
2. Partnership Reading ________	
3. Small Group Interaction ________	

READING SKILLS FOR GRADES 7-9 continued

SKILLS SEQUENCE

ENTER DATE

E. Study Skills
  1. Demonstrates Ability To Classify Material and Ideas
  2. Demonstrates Ability To Outline
  3. Demonstrates Ability To Locate Information
  4. Demonstrates Ability To Use Text And Reference Materials
  5. Demonstrates Ability To Use SQ3R
  6. Is Able To Apply Several Mneumonic Devices

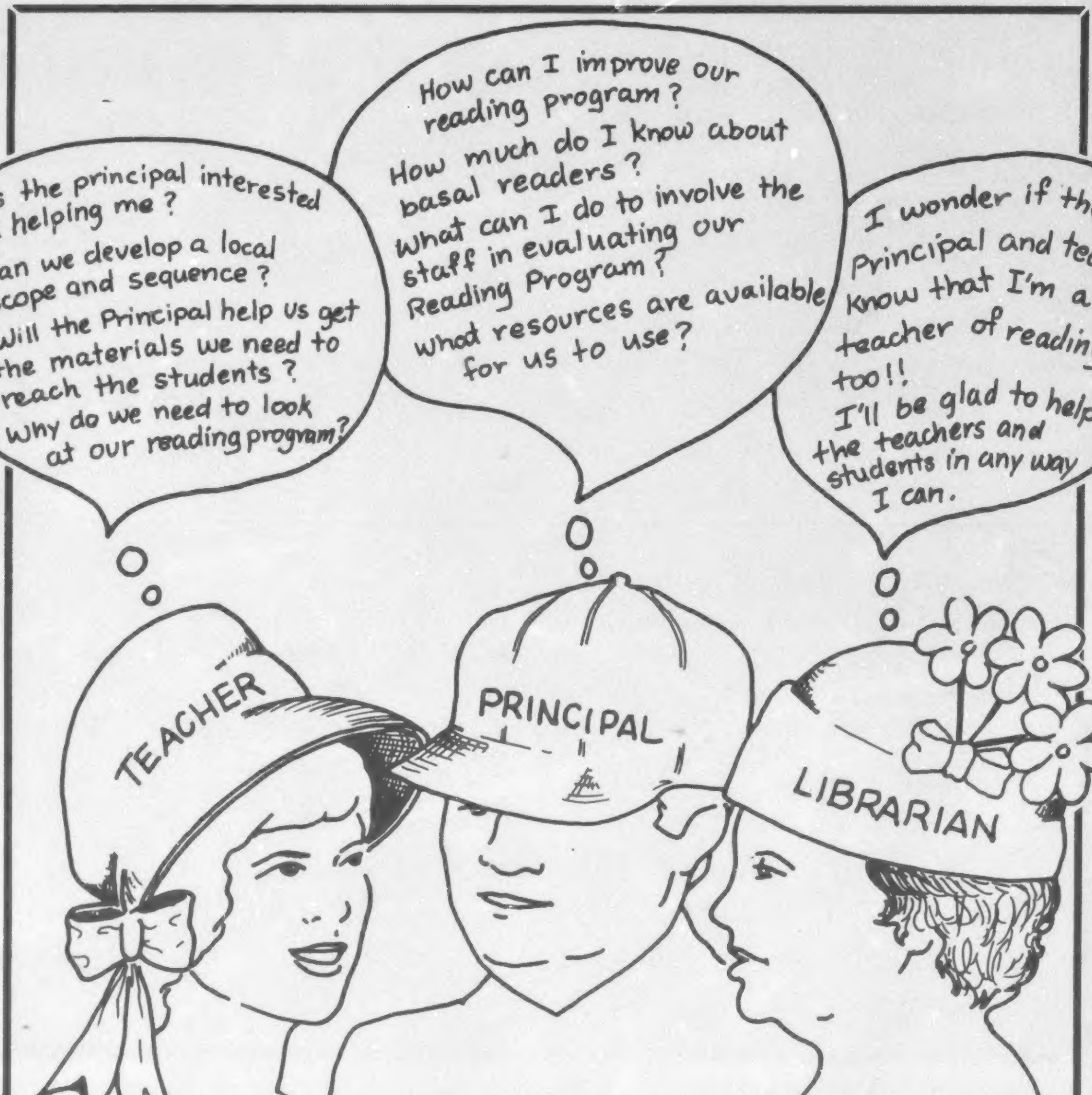
F. Rate: Can Adapt Reading Speed To Material and Need

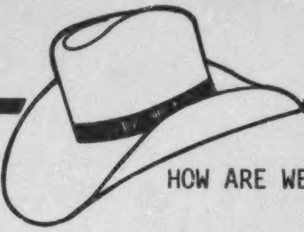
G. Sustained Silent Reading: Demonstrates Ability To Maintain Silent Reading Activity Over A Period of Time

H. Demonstrates The Ability To Recognize Propaganda
  1. Over Generalizations
  2. Mud-Slinging
  3. False Assumptions
  4. Testimonials
  5. Peer-Group Pressuring
  6. Separation of Fact From Opinion

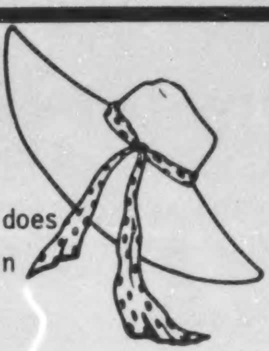
I. Survival Skills
  1. Demonstrates Ability To Recognize Non-Written Signs
  2. Demonstrates Ability To Interpret and Fill Out Forms
    a. Driver Examination
    b. Social Security Application
    c. Job Application
    d. Voter Registration Form
    e. Income Tax
    f. Checks
  3. Demonstrates Ability To Read And Understand
    a. Labels on Medicine and Groceries
    b. Recipes For Food and Formula Preparation
    c. Telephone Directories
    d. Catalogues
    e. Consumer Guides
    f. Bank Statements
    g. Transportation Schedules

Planning, Evaluating And Implementing The Reading Program


Is the principal interested in helping me?
Can we develop a local scope and sequence?
Will the Principal help us get the materials we need to reach the students?
Why do we need to look at our reading program?
How can I improve our reading program?
How much do I know about basal readers?
What can I do to involve the staff in evaluating our Reading Program?
What resources are available for us to use?
I wonder if the Principal and teachers know that I'm a teacher of reading too!!
I'll be glad to help the teachers and students in any way I can.
TEACHER
PRINCIPAL
LIBRARIAN

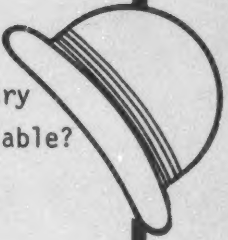


HOW ARE WE DOING?



How many minutes
during the school day does
each child spend in
direct reading
instruction?

Do we have
a continuity of
skills from one
grade level to
another?



Are library
books available?

Are we making
good use of our
test results?

Is there an opportunity
for students to change
instructional groups
within the classroom?

Do we have a
written philosophy
concerning the
teaching of
reading?

Do teachers
utilize the teachers'
manuals from
the basal reader?

WHY READING?

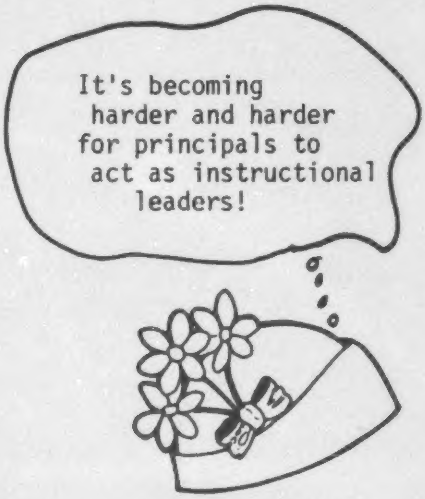
Nowhere in the elementary school program is good instruction so important as in the teaching of reading! The first of the three R's is the most critical of all skills. This skill is needed by all students.

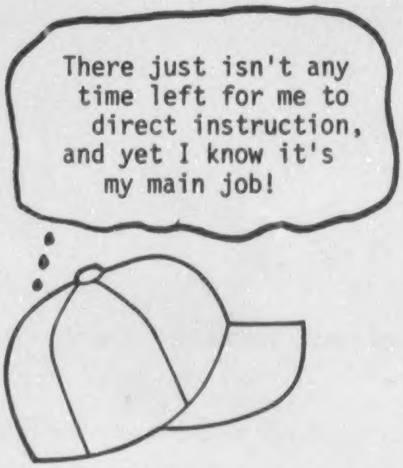
Do you, as a principal, care whether your students learn to read? If so, you might ask yourself these questions?

1. How important is reading in my school?
2. Do I want to improve the reading program?
3. Am I willing to take the steps necessary to improve the reading program?

Assuming that you care about good reading instruction, you must let your staff, students, and parents know that you think the teaching of reading is important! This will help to:

1. provide incentive and motivation for your staff to set goals and develop a school plan for improvement of reading.
2. create and interest your parents in helping their children and the school
3. "turn your students on" to reading.

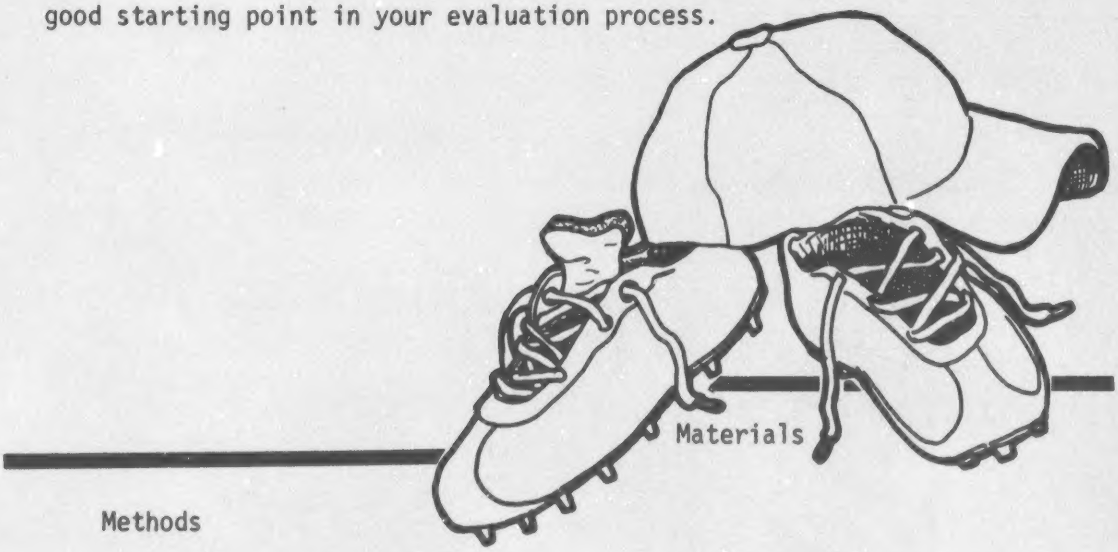

It's becoming harder and harder for principals to act as instructional leaders!


There just isn't any time left for me to direct instruction, and yet I know it's my main job!

Evaluating the Reading Program

A well-planned reading program can survive evaluation! If there is to be continuous improvement, evaluation must be an integral part of the reading program. After implementing the teaching strategies to meet the goals and objectives of the staff, the principal must assess the effectiveness of the instructional program. Good records, a continuous assessment, and planning and selecting the right instruments are essential elements in a total evaluation process.

In order to begin the evaluation process, a principal needs to know where his/her teachers are at the present time. An example of a grade level inventory is on the next page. Each teacher in your school will need to fill in the information as a beginning point. Hopefully, your teachers will begin to think about what they are doing in their classrooms when the principal shows an interest by requesting this information. Gathering information about methods and materials is a good starting point in your evaluation process.



GRADE LEVEL READING PROGRAM SURVEY

SCHOOL ____ GRADE LEVEL ____________

1. Name of basal used: ____

2. Amount of supplemental materials used:

   LIMITED _____ AVERAGE _____ ABOVE AVERAGE _____

3. Methods used: (please prioritize according to which method is used most)

   _____ Basal approach

   _____ Interest centers

   _____ Totally individualized

   _____ Teacher-made materials

   _____ Language experience

   _____ Other (specify) ____

4. School Testing Program:

   Are achievement tests given? ___________

   Are group intelligence tests given? ___________

5. How are classes grouped within your grade level?

   ABILITY _____ RANDOM _____

6. What techniques are used in grouping within your classrooms?

   ABILITY _____ INTEREST GROUPS _____ OTHER _____

7. What, if any, special materials and/or techniques are being used?

   ____

8. What kind of hard equipment is being used?

   _____tape recorders _____language masters

   _____filmstrip projector _____controlled reader

   _____television _____other (specify) _____________

A good evaluation program involves several steps that occur continuously, including:

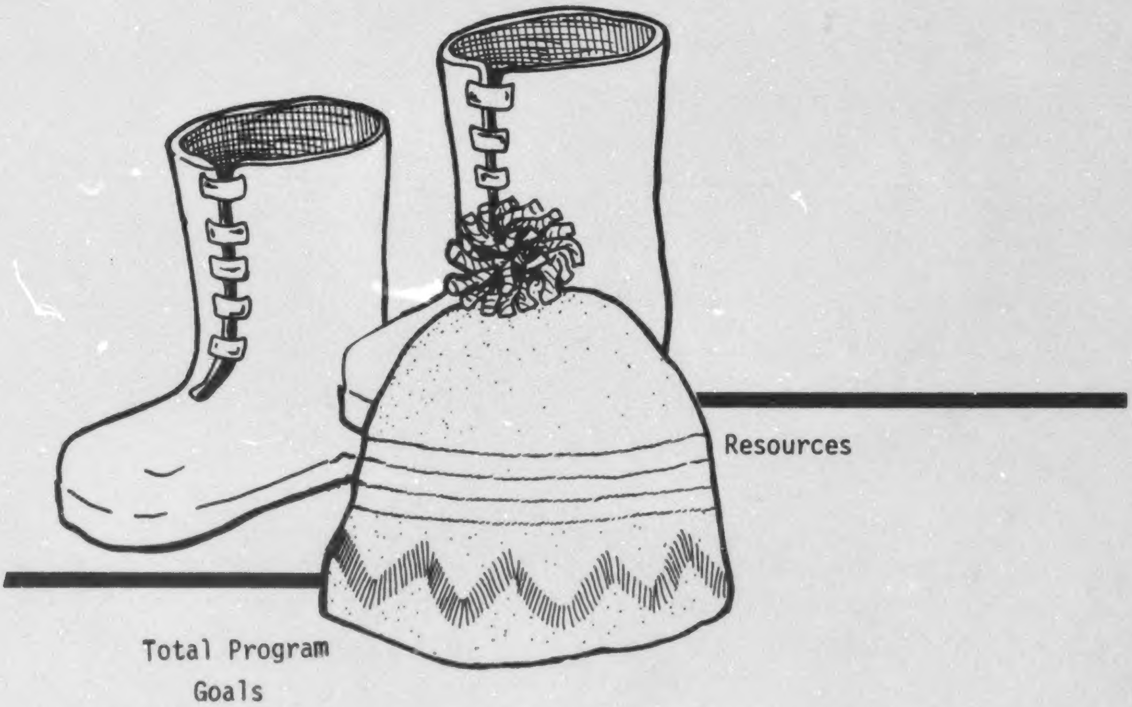
(a) the identification of goals and objectives

(b) the design and implementation of reading strategies and materials to meet the goals and objectives

(c) the assessment of how nearly the goals and objectives are being met

(d) the use of the data to make decisions to improve instruction that will help to meet the identified needs

The checklist on the following page has been developed to aid in the evaluation of any reading program.



EVALUATION OF PRESENT PROGRAM

The following questions were developed to serve as broad guidelines for helping LEA faculties conduct self-studies to determine the effectiveness of reading programs at the following levels:

- Individual Classroom
- Grade Level
- Total School

____ 1. How do your teachers as a group feel about teaching reading?

____ 2. Have they developed a written philosophy of teaching reading?

____ 3. To what extent and at what instructional reading levels are each of the various reading skills being taught?

____ 4. Are there files on children's reading progress that follow them from grade to grade?

____ 5. If so, are those files meaningful, reasonable in length, and usable to the teacher?

____ 6. Do you have an achievement testing program? What use is made of these results?

____ 7. Is there a plan and are there testing instruments provided to diagnose individual reading problems?

____ 8. Are provisions made to assist teachers in meeting the skill needs of individual students?

____ 9. What percentage of the instructional budget is allocated for supplementary reading materials?

____10. Are the supplementary materials being used?

____11. Do your teachers encourage children to read for fun?

____12. Does your school participate in the book certificate program? If so, how many of your students earn the 25 book reading certificate? ______

____13. Do your teachers enjoy teaching?

____14. Do your students enjoy learning and reading?

PROGRAM EVALUATION

Many programs are successfully launched but tend to dissipate due to the absence of effective evaluations. This is crucial, as it contains the elements for staff improvement and development. The first function is to identify those tasks a teacher must accomplish to effectively provide reading services to students. The following list can be a starting point for staff involvement:

__ 1. Does your school have specific written performance objectives for the reading curriculum?

__ 2. Do teachers administer a diagnostic assessment to identify sub-skill needs of all students in their classrooms as related to performance objectives?

__ 3. Do teachers organize materials for each skill objective (correlate materials to objectives)?

__ 4. Do teachers have a classroom management plan (record-keeping) that allows them to group students according to need and to provide for different levels of instruction and learning rates?

__ 5. Do teachers have and use an evaluation system to know when skill mastery has been achieved by each student (criterion-referenced test)?

__ 6. Can teachers verbalize their reading program to the principal or parents and explain how tasks 1-5 are accomplished?

One strategy to use with teachers would be to pose the question: "Are these the tasks a competent teacher would perform to maximize achievement?" Tasks should be added or deleted to serve specific situations. Once identified, these tasks must be scrutinized, refined, and agreed upon by the staff and principal, as important contributors to the reading instruction.

MATERIAL SELECTION

Principals need to provide leadership in developing criteria to guide their staff in the selection and purchasing of reading materials.

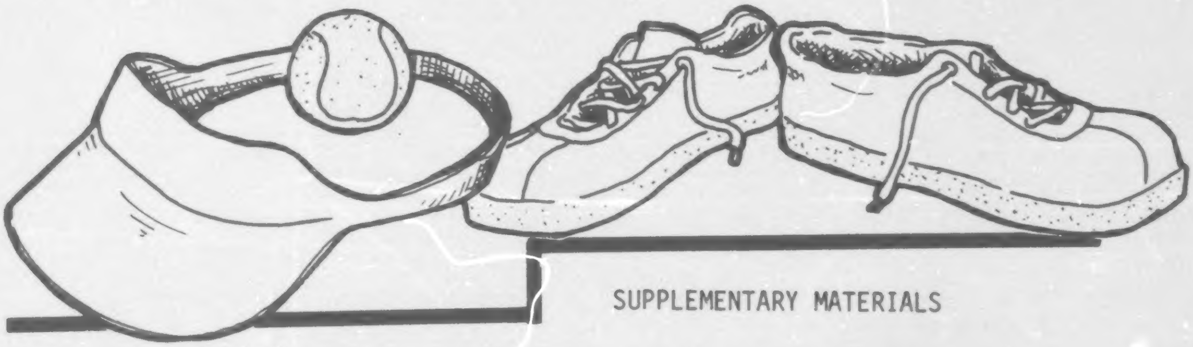
The selection of basal reading material is usually delegated to a committee, and the principal's role is to provide positive support for this committee. The committee needs to keep in mind the following things when establishing criteria:

1. the community
2. the philosophy of the school
3. the goals of the teachers

A continuity of ideas and an awareness of what other grade levels request should exist. The committee acts as a screening agent, and the members eliminate all series with the exception of 2 or 3 series they feel would best fit the needs of the school.

The principal should be in communication with the committee at all times. Assist them in developing a time line for the final selection, and provide adequate time for all teachers to inspect the materials being considered. The committee should use some method for the teachers to rank their selections - first choice, second choice, etc.

In order to assist you, a sample chart suggesting some criteria to consider when selecting textbooks is included in the appendix.



SUPPLEMENTARY MATERIALS

Basic to any reading program is a basal reading text plus supplementary materials. The bare minimum includes textbooks, workbooks, and teachers' manuals. Teachers usually desire the vocabulary and skill charts that accompany the lesson plans in the basal text. The charts take the place of writing on the board, which is time consuming. The time would be better spent with the teachers and pupils interacting.

After the necessary purchases, the principal should advise the teachers to rank the supplementary materials they would like to order in the order of preference.

This list can be utilized by the principal, and supplementary materials preferences can be ordered according to the funds that are still available. When these procedures are followed, each teacher feels they have had some imput into the ordering and selection of materials.

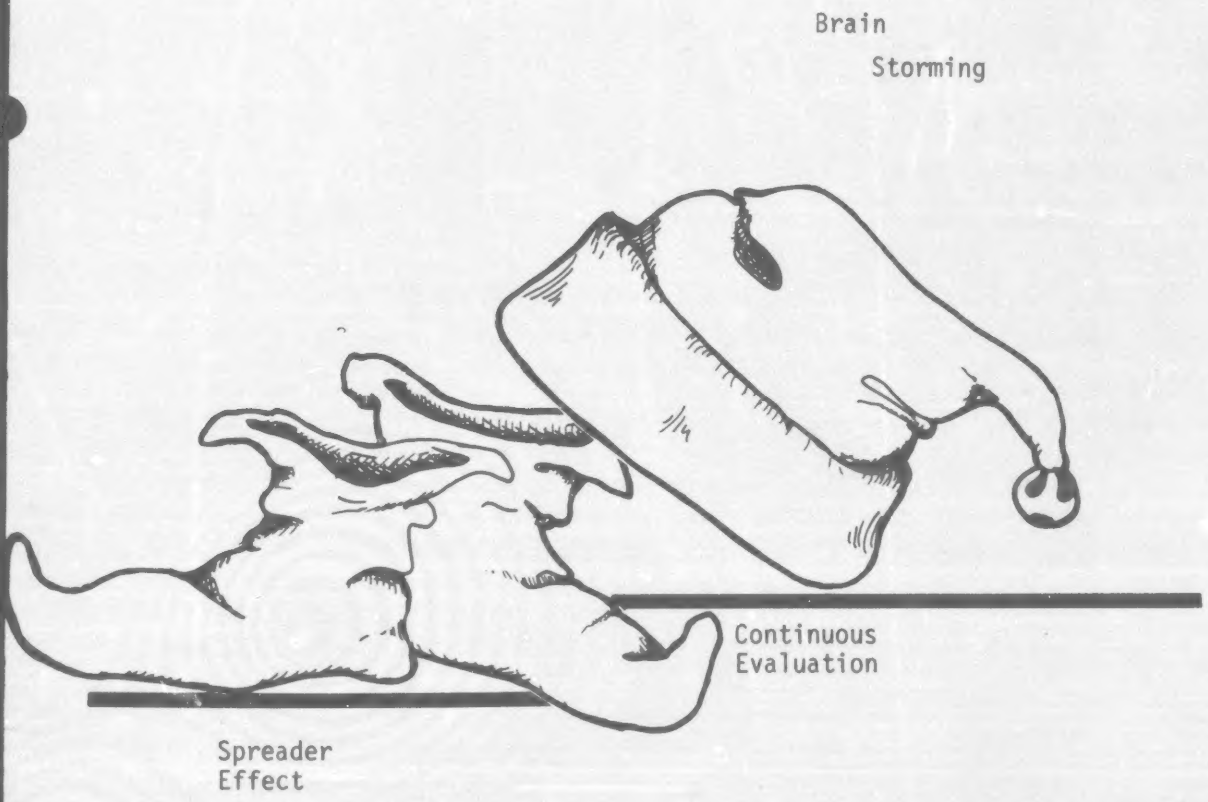
RESOURCE ALLOCATION

There is little question that the principal's commitment is best reflected by how he/she allocates resources (time, space, personnel, and materials) at the school level. It is not enough to state that reading improvement is an important goal; it must be demonstrated by placing reading as a priority in the budget. To do otherwise, conveys to the staff the message that something else is more important than reading.

SPREADER EFFECT

Establishing a reading committee encourages brain storming among the members. This group would have the responsibility for initiating school-wide reading promotional activities. The committee would be responsible for gathering ideas that other teachers successfully use.

As a continuing contributing member of the committee, your enthusiasm will show, the committee will remain enthusiastic, and your teachers and students will be the beneficiaries of your efforts.


Brain
Storming
Continuous
Evaluation
Spreader
Effect

EVALUATE AND IMPROVE!

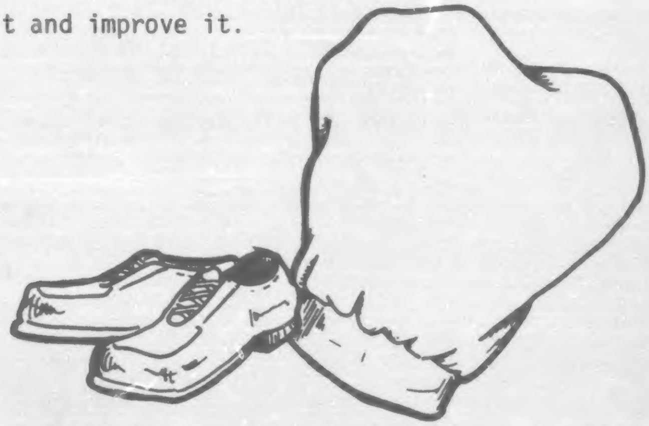
Evaluation helps ensure that students receive maximum benefits from the reading program. Most school systems require the principal to make judgments about the quality of each teacher's instructional program. Since reading instruction is generally conceded to be the most important part of the elementary school curriculum, there is frequent concern for evaluation of that component of the school program.

When required to evaluate reading instruction, however, many principals have stated that they do not always know what constitutes a good reading program. Because of the necessity for administrators to be generalists rather than specialists in the curriculum area, many principals express concern at their lack of in-depth knowledge in the area of reading that is needed to judge fairly, and to spot weaknesses in the program.

Regardless of the approach to reading instruction, teachers who are well-trained in the use of that particular approach, and whose teaching behaviors are characteristic of a specific approach, generally experience average or better than average pupil achievement. Teachers using a basal reader approach, and principals evaluating those teachers, need to be aware of the techniques and procedures characteristic of any basal reader approach to reading instruction.

Teachers and principals should look at the total reading curriculum together many times during the year. Discussions should be conducted about what the staff is doing well, and also about any improvements in the program that need to be made.

Improvements can only be made when you and your teachers are willing to take a good look at the total reading program, and have a desire to constantly evaluate it and improve it.



VISITING CLASSROOMS

Principals sometimes feel, that after visiting a classroom, they come away with general impressions and too few specific ideas that will help the teachers. If this happens to you, you might want to brush up on what to observe in a reading lesson.

1. Browse through teacher's manual to get an overall view of the basic reading program.

2. Look over the lesson plan - paying attention to steps in the lesson's development.

3. Study the Observation Check List that follows, for pointers on what to observe.

As an administrator, you might want to get suggestions from your teachers about classroom visits. Plan your observation visits for the first few times with the teacher. Make your visits friendly, enjoy the lesson and the student-teacher interaction. Put the class and the teacher at ease, so you can see them as they really are.

Position yourself close to the group being taught to see how youngsters react to the lesson. Give casual attention to groups working independently.

Follow-up your observation with a conference as soon as possible.

AN OBSERVATION CHECK LIST

Here is a check list of points to watch for as you observe your reading classes in action. The list is divided into four sections that correspond with the four essential parts of a good lesson in reading-or in any subject-at any level. If a teacher is doing the best possible kind of a job teaching reading, all of the answers on the check list, of course, would be "yes."

I. PREPARING FOR READING

__ Does the teacher build background for the new ideas to be presented in the story?

__ Does she help children attach new concepts on to things they already know? Do youngsters volunteer significant related experiences of their own?

__ Does the primary teacher anticipate vocabulary problems by presenting new words in the text in a meaningful setting? Does the middle-grade teacher discuss key phrases that might cause difficulty in interpretation, and motivate use of the glossary and dictionary while reading?

__ Does the teacher provide a compelling motive for reading—raise a question, suggest a problem for children to tackle, hint at a delight in the story? Do you sense in children an eagerness to read the story?

II. INTERPRETING THE STORY

A. READING FROM THE TEXT

__ Does the teacher guide interpretation of the material in the children's textbook with thought-provoking questions?

__ Does she encourage children to project themselves into what they read and to call up mental pictures and other sensory images?

__ Does she encourage children to "read" pictures and help them relate pictures and text?

B. DISCUSSING THE STORY

__ Does a lively discussion follow the reading? Do the questions get somewhere?

__ Does the teacher lead children to think and talk in terms of their own experiences? Does she lead them to relate the ideas in this story with other stories and books they have read?

__ Does she help children organize what they find out in the story so that they can remember and use personally some of the new ideas?

__ Does she encourage everyone to listen to what others say?

__ If there is oral reading following the discussion, do children have some purpose in reading aloud other than showing the teacher that they know the words?

C. PROVIDING FOR INDIVIDUAL DIFFERENCES

__ Are pupils grouped for reading instruction? Do all pupils seem to be in the group best suited to their abilities?

__ Does the teacher gear the questions she asks to individual children-harder questions to more able youngsters, simple questions to the slower ones?

__ Does she give the slower youngsters encouragement? Repeat answers that she particularly wants them to get?

III. EXTENDING SKILLS AND ABILITIES

__ Does the teacher take time to do a thorough job of helping youngsters strengthen reading skills, using the Guidebook suggestions in accordance with the Guidebook policy in your school?

__ Is she providing adequate direction before asking youngsters to do independent exercises in their Activity Books?

__ Does she use the Think-and-Do exercises to keep in touch with each child's progress and needs?

__ Does she take time before going on to the next story to do a reteaching job with the whole group if the exercises show that most of the children need further help?

__ Does she make notes of individual weaknesses to use as a guide in forming special-help groups?

IV. EXTENDING INTERESTS

__ Does the teacher encourage children to read independently to find out more about a subject of special interest? Does she help them locate sources of additional information and let them report back to the class on what they have learned?

__ Is there evidence in the classroom of ongoing activities rising out of the unit being studied?

__ Is there a good supply of library and reference books at hand, including books from which the teacher might read stories and poetry aloud to the class?

__ Does the teacher direct her abler pupils toward worth-while extra study and research? Are they acting as leaders of special work groups?

CLASSROOM OBSERVATION FORM

Use a form such as this one developed by Cody for observing teachers as they teach reading, or ask your reading committee to help write an observation form.

CLASSROOM DESCRIPTION FORM
FOR
READING INSTRUCTION

Teacher ______________________________ Date __________ Time ______

I. Principal enters room and observes at that moment:

How many students are busy on instructional tasks? ____________

How many students are not busy on instructional tasks? (waiting, managing materials, wasting time, etc.) ____________________

What is the teacher doing?

Instruction (talking and listening to students regarding content or skills) ____

Management (giving directions, organizing materials, disciplining, etc.) ____

Other ____

II. If possible, principal asks teacher: What kinds of activities are planned?(Check teacher responses and/or what principal verifies and/or describes)

	Planned	Verified or Described
individual reading	______	__________________
individual instruction with teacher	______	__________________
individual practice work	______	__________________
paired or group reading	______	__________________
paired or group instruction with teacher	______	__________________
paired or group practice work	______	__________________
teacher reading, class listening	______	__________________

class discussion; topic ____

enrichment activity ____

other ____

III. Principal asks some individual students: What are you doing? Why? Would you read a little for me?

Did students understand directions for task?

Did students understand objective of task?

IV. Principal tallies number of students that teacher talks to or touches individually during observation: ____________________

V. Notes on back

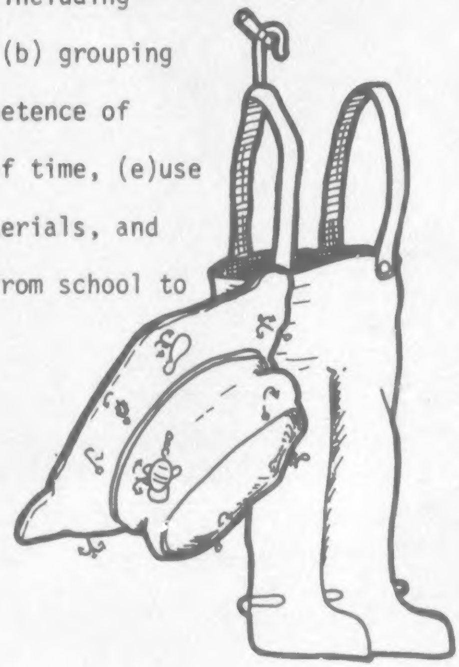
SCHEDULING

The principal schedules his/her staff wisely for the utilization of teachers, students, rooms and materials.

As the principal and faculty acknowledge the importance of reading, the principal will have opportunities to make decisions that may or may not show that reading is, in fact, a priority. One such opportunity will be in the area of scheduling. The principal directs and approves the various schedules. Scheduling reading first, and building the school schedule around the reading program illustrates to everyone that reading is important and has top priority at your school.

While the teaching staff itself must be the major key to reading improvement, some of the problems are, of course, just plain administrative.

Organizing for reading instruction involves the carful consideration of several factors, including (a) assessment of the needs of students, (b) grouping of students to meet their needs, (c) competence of instructional personnel, (d) scheduling of time, (e)use of space, (f) availability and use of materials, and (g) record keeping. These factors vary from school to school and from classroom to classroom.



MONTHLY MEETINGS

The principal should plan to meet once a month with each teacher, or team of teachers. At this meeting, you and the teacher(s) can set goals or tasks to accomplish. During each meeting, you both can determine whether the deadlines have been met and tasks accomplished. If the tasks are not completed, then examine with the teacher(s) what assistance is required to accomplish the task.

Once the tasks are completed, and goals reached, it is important that the teacher and the principal review and analyze the results of their efforts.

Some questions to consider when meeting with your teachers for the first time are:

1. How complete is our program?
2. How good are the materials we use?
3. How much progress are the students making?
4. What goals can we set to accomplish between now and next month?

SUGGESTED QUESTIONS TO USE WHEN CONDUCTING INTERVIEWS OF NEW TEACHERS

1. How do you feel about students?
2. What reading courses have you had?
3. What is your philosophy about reading?
4. How would you screen students for placement?
5. How would you organize a class for instruction?
6. How would you provide for individual differences?
7. How would you handle slow learners?
8. Do you think it is important to challenge more mature readers? If so, what would you do?
9. What can a teacher do to help children develop a love for reading?

Suggestions for Principals To Enhance the Reading Programs In Their Schools

1. Give teachers choices on materials.
2. Make available all the "consultant help" and "inservices" possible to make materials understandable and easy to teach.
3. Organize materials to maximum benefit and ease of use for all teachers.
4. Provide ample amounts of reading materials.
5. Insist that reading to children each day is a critical part of the curriculum.
6. Encourage professional reading by setting an example and sharing information and books.
7. Arrange grade level "team" meetings and planning sessions to encourage sharing ideas, materials, teaching methods, and excitement.
8. Take the time to be knowledgeable in reading methods and materials yourself. Attend workshops and conferences.
9. Sit in on reading classes and know what is happening in the classrooms.
10. Support a program of silent reading (DEAR) for pleasure daily in the classrooms.
11. Participate in the Sequoyah Children's Book Award Program.
12. Sponsor a book fair.
13. Set up trips for all classes to go to the public library and encourage all students to have library cards.
14. Keep a dialogue going between grade levels and encourage a better understanding of the overall reading program.
15. Communicate with parents via newsletters or notes with encouraging words and ideas for parents to "help" at home.
16. Support teachers participating in book services such as Weekly Reader, Scholastic, Troll, etc.
17. Sponsor book emphasis days such as "Read-Ins", Book Character Days, Book Fair, etc.
18. Encourage teachers to read children's literature. We can "sell" books to children that we have enjoyed ourselves.
19. Encourage participation in reading related organizations, ie., IRA, ORC, etc.
20. Attitude --- "We're all in this together, let's go ..., let's participate ..., let's work together.

ENCOURAGE PROFESSIONAL READING!

1. Set an example - READ!!
2. Share information from books
3. Share books

There are lots of good professional books on the market today. Every day's mail brings ads for books, some good, some not so good. An administrator can keep a sharp eye open for materials that could help meet the needs of their teachers. Building a professional library as a handy resource is a very helpful thing. By skimming books, very often the principal can "sell" the books to the teachers, much as teachers "sell" books to their students, with comments like:

"Before we begin our meeting, I wanted you all to see this new book by __________. It has a good chapter on classroom management. Would anyone like it when I finish?"

"I just read the best book! It gave me a better understanding of what kindergarten is all about. Anyone interested?"

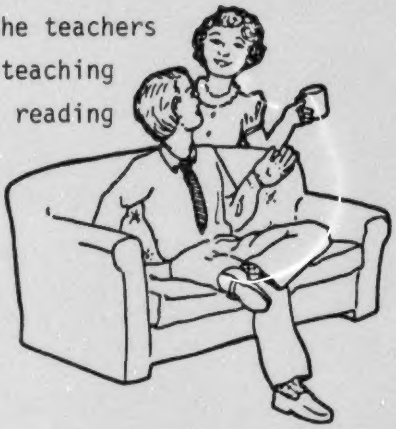
"Here is a book I found that has some ideas on how to teach main idea (or any skill). It has some good suggestions that can help even those children working below grade level."

Encourage grade level "team" meetings and planning sessions (to foster sharing ideas, materials, teaching methods, and excitement.)

Principals should set up designated weekly meetings with all teachers of each grade level. These meetings benefit the principal by keeping her/him informed on what's going on in each area. A smaller group encourages everyone to feel comfortable enough to say what's on their minds and discuss problems. Very often one teacher in the group will have suggestions or materials to help out another teacher in the group.

Keep a dialogue going between grade levels and encourage a better understanding of the overall reading program.

In meetings to evaluate the reading program, teachers are better able to see what is taught at each grade level. This seems to "open" communication between grade areas. Try scheduling two grade levels together to discuss "Reading" (ex; 1st & 2nd and 2nd & 3rd, 3rd & 4th) to begin with, and hopefully the teachers will better understand what skills others are teaching and how they fit into the overall picture of a reading program.



THE PLANNING DESIGN

- I. Where do we want to go?
  - Needs
  - Goals
- II. Where are we now?
  - Program Analysis
- III. How do we get there?
  - Monitoring Systems
  - Planning Design
  - Decision-Making Design
  - Management Goals and Objectives Design
  - Curriculum Development and Instructional Objectives Design
  - Instructional Design
  - Personnel Design
  - Budget and Funding Design
  - Communications Design
  - Facilities Design
  - Staff Development Design
- IV. Have we arrived?
  - Evaluation
    - Input
    - Process
    - Product
    - Attitude
    - Management by Objectives
- V. Reporting Procedures
  - Parent
  - Staff
  - Management
  - Board of Education

THE PRINCIPAL'S SELF-EVALUATION CHECKLIST

Please respond YES or NO to the following items:

GENERAL GOAL FOCUSING

YES NO

___ ___ 1. I frequently reiterate that reading is our primary goal.

___ ___ 2. I attend appropriate meetings concerning reading within the school and district.

___ ___ 3. I keep reading as the key item on the agenda to demonstrate my concern.

___ ___ 4. I reinforce and give recognition to teachers meeting my expectations.

RESOURCE COMMITMENT

___ ___ 1. I ascertain that the reading budget has priority over all budgets other than fixed charges.

___ ___ 2. I am forever working to secure needed resources: materials, volunteers, free newspapers, books from the district, federal funds, and so on.

___ ___ 3. I solicit, encourage, and welcome the aid of all district expertise in the area of reading.

___ ___ 4. I assure that the time allocated for reading instruction is sufficient to the task and takes priority over other curriculum areas.

___ ___ 5. I allocate space to take care of reading needs first before allocation of space to other program areas.

PROGRAM MONITORING(compare with teacher responses to same items)

___ ___ 1. The teachers and I identify the salient characteristics of a reading system necessary for children to maximize learning.

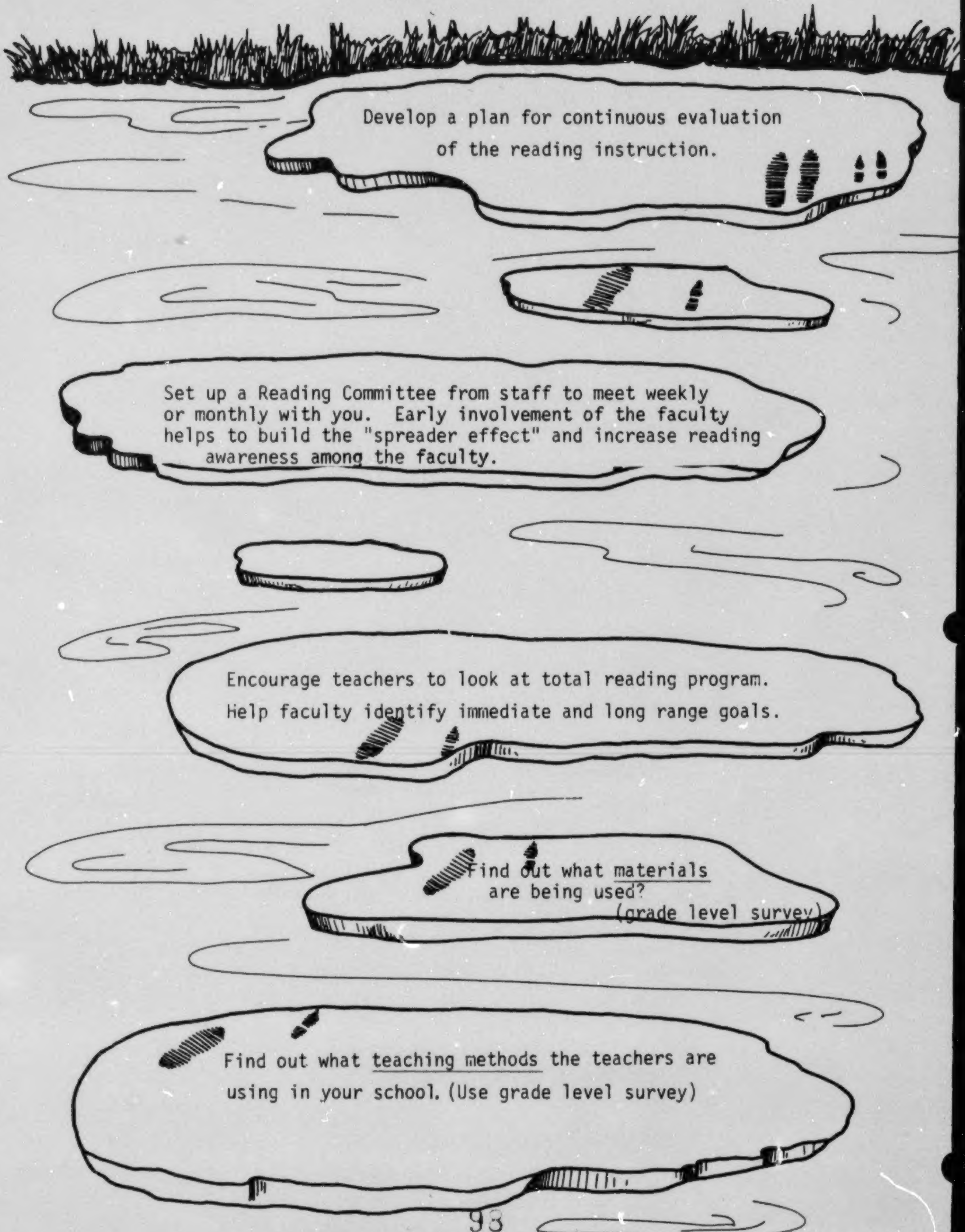
___ ___ 2. The teachers and I mutually assess whether these characteristics are present for each classroom.

___ ___ 3. The teachers and I mutually agree upon a schedule to implement or develop these characteristics.

___ ___ 4. The teachers and I mutually evaluate to determine if the deadlines have been met.

___ ___ 5. The teachers and I review and analyze results of their efforts to improve reading instruction.

STEPS FOR PRINCIPAL



Develop a plan for continuous evaluation of the reading instruction.

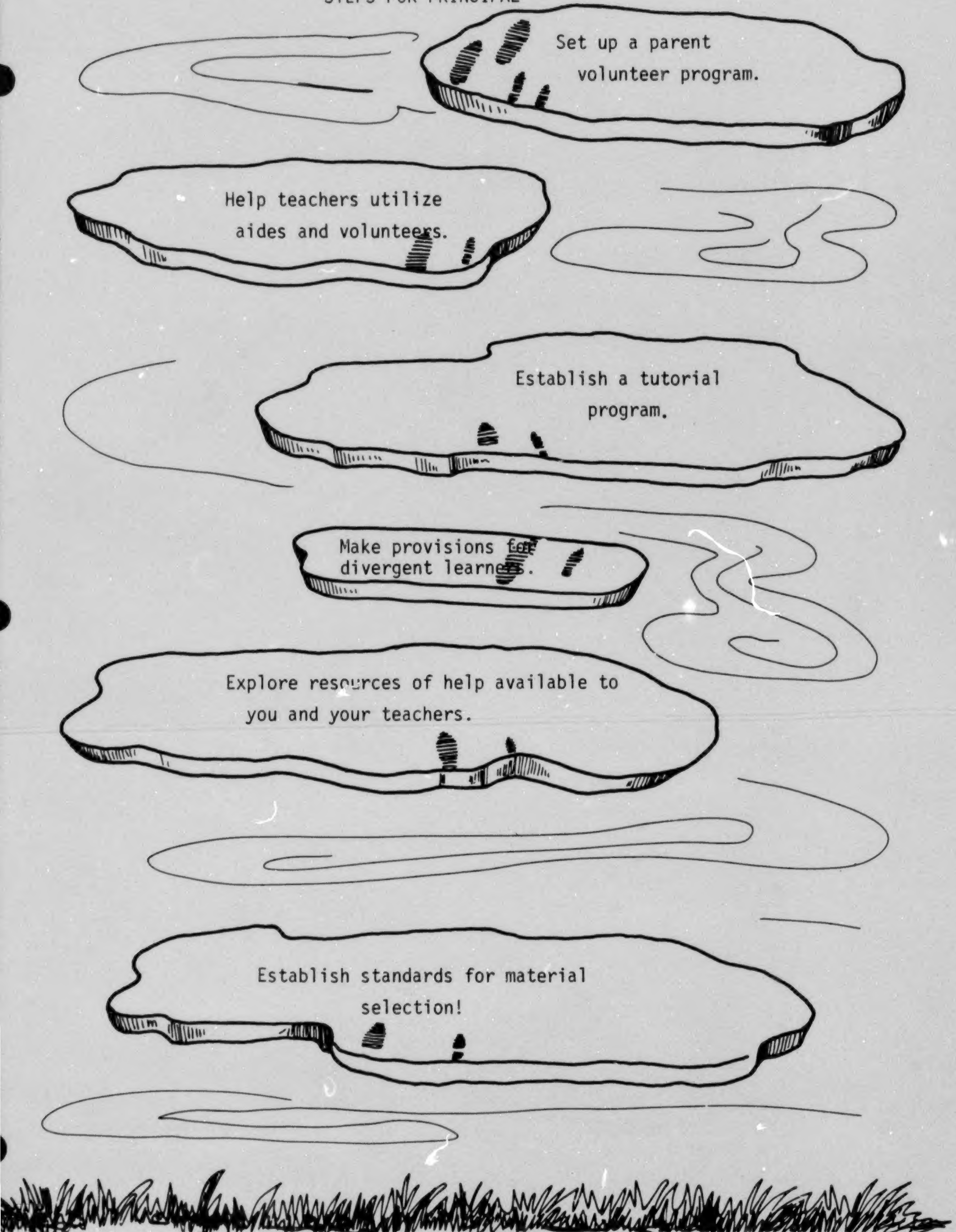
Set up a Reading Committee from staff to meet weekly or monthly with you. Early involvement of the faculty helps to build the "spreader effect" and increase reading awareness among the faculty.

Encourage teachers to look at total reading program. Help faculty identify immediate and long range goals.

Find out what materials are being used? (grade level survey)

Find out what teaching methods the teachers are using in your school. (Use grade level survey)

STEPS FOR PRINCIPAL



Set up a parent volunteer program.

Help teachers utilize aides and volunteers.

Establish a tutorial program.

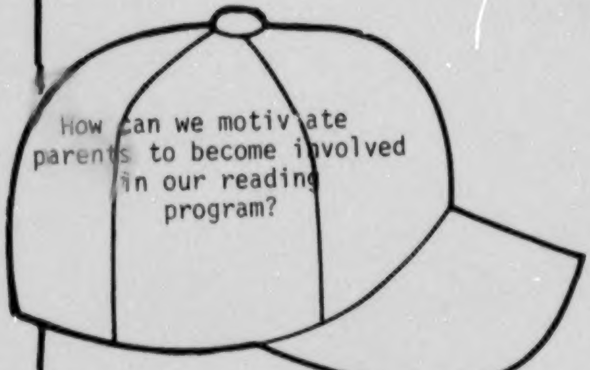
Make provisions for divergent learners.

Explore resources of help available to you and your teachers.

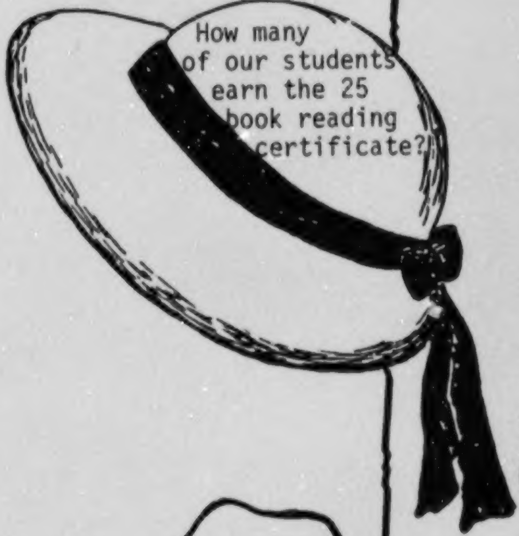
Establish standards for material selection!

MOTIVATION

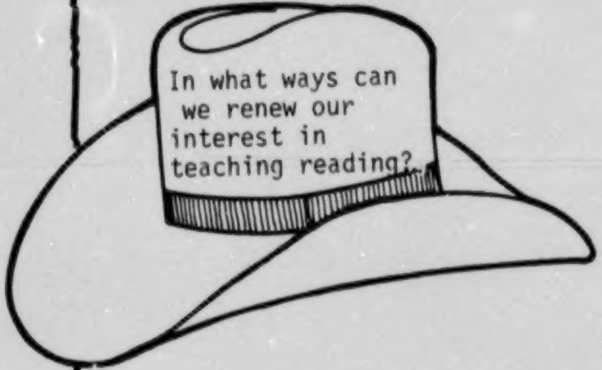
One of the ever present problems we face as teachers, is motivation! How can we keep students motivated without feeling like we have to be a 24 hour cookie-monster? Try these hats on for size:



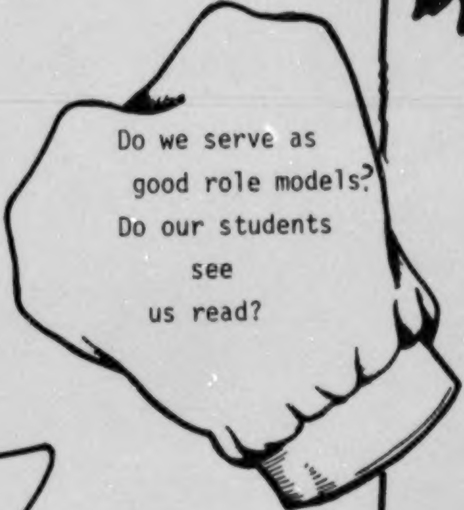
How can we motivate parents to become involved in our reading program?



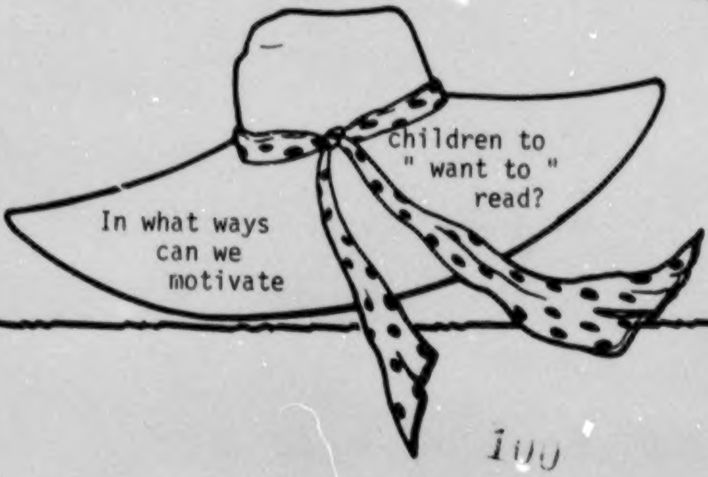
How many of our students earn the 25 book reading certificate?



In what ways can we renew our interest in teaching reading?



Do we serve as good role models? Do our students see us read?



In what ways can we motivate children to " want to " read?

TEACHER SELF-EVALUATION CHECKLIST

		YES	NO
1.	I consider myself an open-minded person.	___	___
2.	My classes are teacher dominated.	___	___
3.	I am willing to try new ideas.	___	___
4.	I am open to the suggestions of other people.	___	___
5.	I can accept constructive criticism.	___	___
6.	I share ideas that I have developed in the classroom with other teachers.	___	___
7.	I utilize all resources available to me to meet childrens' needs.	___	___
8.	I consider myself a loving person who is easily approached by children.	___	___
9.	I work well with fellow classroom teachers.	___	___
10.	I work well with and value the contributions of special teachers (e.g., Reading Lab, LD, Special Education, Art, Music, and P.E.)	___	___
11.	Each day I have a positive comment for each child in my class.	___	___
12.	I teach the child and not the book.	___	___
13.	I truly love children.	___	___
14.	I like my job.	___	___
15.	My classroom is child-centered.	___	___

GOAL SETTING - TEACHERS

1. What can I do to improve each student's feeling of self-worth?
2. What activities can I use to help my students improve their reading skills?
3. What types of grouping can I use to help the class as a whole?
4. What can I do to individualize my reading program to meet all my students needs?
5. What learning activities do I need to create and make in order to help my students with their skill development?
6. How can I find the learning modality my students have as strengths, and as weaknesses?
7. What can I do to motivate my students to learn to enjoy reading?
8. How can I help them to choose to read for pleasure on their own?
9. What can I do to evaluate my reading program?
10. How can I improve my program?
11. How can I improve as a teacher?

IMPLEMENTATION - TEACHERS

Teaching Strategies Which I Can Begin Tomorrow

- Read orally from a book chosen by my students for 15-20 minutes each day, stopping to discuss it with them at strategic or enjoyable points.

- Make a game of asking comprehension questions from those texts I teach from regularly.

- Enlist the students' help in creating learning games and activities.

- Begin DEAR - Drop Everything And Read

- Vary my basal reading lessons from day to day.

- Treat each student with behaviors that demonstrate my respect and love for each as a worthy human being.

- Sincerely praise each child for efforts exerted, even though those efforts may have produced something less than perfect.

- Discover the special talents of each child. Demonstrate my desire to help improve his/her self-concept by capitalizing on those talents.

IMPLEMENTATION - TEACHERS

Suggest to your teachers that they choose one or two motivational ideas a week from the following list to try with their classroom.

WAYS STUDENTS CAN SHARE BOOKS

1. Make a poster to advertise a book. Use posters, paint, crayons, paper sculpture, cut-out pictures, real materials, and other things.
2. Construct a miniature stage setting for part of a story. Make this miniature stage from a cardboard or wooden box. Discarded materials and odds and ends can be used for backgrounds or props. Small dolls of various kinds, wire or pipe cleaners forms, or any other suitable ones can be employed as characters. Toys of various kinds are useful in creating such settings.
3. Make a large book jacket in any desired manner and write an advertisement to accompany it.
4. Prepare a monologue from the story.
5. Draw a series of original illustrations for a story, using any medium desired.
6. Write a movie script for a good action story and produce a "movie".
7. Group children who read the same play or story to give a performance, such as a short play or pantomime.
8. Share a book on how-to-do or to make something by giving a step-by step demonstration.
9. Read a travel book. Illustrate a lecture, using postcards, photographs, slides, or pictures clipped from magazines to show the group.
10. Share a vivid oral or written description of an interesting character in a book. Make other children interested in your book.
11. "Sell" your book to others. Write or tell the most humorous incident; the most exciting happening; the most interesting event; the part I like best; or the saddest part.
12. Tell a story to a musical accompaniment of some kind. Give a great deal of pleasure to the audience by selecting the music and the story carefully.
13. Pantomine a book or story cleverly so the student will want to read it.
14. Use information in a book to make a scrapbook.

104

15. Plan a puppet show to illustrate part of your story. The puppets can be handmade or commercial.

16. Broadcast a book review to a radio audience. This can include music, sound effects, etc.

17. Dress as one of the persons in your story. Tell what role the person plays.

18. Plan a brief biography of a popular author. Give sketches of his/her books.

19. Dress paper, cardboard, wire, rag, or other handmade dolls to resemble characters in the story. Write or tell the character's part in your story.

20. Make some stick puppets. Present a performance, using the theme of an interesting book.

21. Make a "talking mural". Paint a large picture; cut out holes for faces to look through. Become part of the "picture" as you dramatize an event in your book.

22. Make a map showing where your story took place.

23. Make a book jacket for the book with a summary on the inside flap.

24. Write one or two good riddles about your story. Give hints about where others can find the answers.

25. Make up a "lost and found" ad for a person or object in your story.

26. Prepare a puppet show using paper-bag puppets.

27. Make models of things in the books such as airplanes, boats, rafts, etc.

28. Make a display of a scene from your book - Use rocks, shells, pictures of animals, etc.

29. Read an exciting or especially interesting selection orally.

30. Dramatize your story.

31. Tape-record the most exciting scene to play back for the class.

32. Create another ending for the story and draw a picture showing what might have happened.

33. Tell why you would like or dislike to live next door to the main character in your story.

34. Give a "chalk" talk. Use chalk and blackboard to draw important ideas in your story as you report to the class.

35. Give a written synopsis, but don't give away the climax.

36. Make stand-up scene for the story -- peep box, diorama, or paper doll characters.

37. Compare this book with another you have read on a similar subject.

38. Read from your book orally, while others pantomime the action.

39. Use a map to show routes.

40. Make characters for each scene to use in a flannelboard story.

41. Construct a wire mobile to illustrate your book.

42. Conduct a scientific experiment associated with your reading.

43. Do a soap or balsa wood carving illustrating a character from your book.

44. Send a letter to a friend to spread the good word about your book.

45. Write letters as if one characters was corresponding with another.

46. Point out parts in the story that shows how a character has changed.

47. Write a letter to one of the characters.

48. Give an account of what you would have done had you been one of the characters in the same situation.

49. Make up a conversation between two characters in your story.

50. Imagine a conversation between yourself and a character.

51. Prepare newspaper articles about the characters' activities. Include headlines and so on.

52. Hold a panel discussion with several students that have read the same book.

53. Organize a pro and con panel made up of some students who liked the book and some who did not. Let one person represent the author. Try to be an impartial chairman.

54. Have individual conference with students. Let them talk about their favorite book with you.

PRINCIPAL - LIBRARY

The principal, the librarian, and the teacher have important roles to play in an effective media program.

The principal is the key person that needs to provide a climate and a framework for implementing the media program. Since the library is involved in all aspects of the total school, the principal can create a climate that provides encouragement and stimulation of wide use of media. You should support different and innovative ways of using the library, also. The staff needs to know that you, the principal, have a genuine interest in, and appreciation of, the library and the librarian's vital contribution to your students' learning process. It is exciting when the school's learning center is the focal point of your school!

Try some of the following ideas:

1. Be a strong supporter of your librarian.

2. Help to centralize instructional materials in the media center.

3. Set up weekly conferences with your librarian.
    a. Discuss curriculum needs.
    b. Discuss how to meet the unique needs of the staff.
    c. Discuss library budget and items for purchasing, etc.

4. Have a weekly spot on faculty agenda for librarian to:
    a. Share new materials.
    b. Demonstrate new equipment.
    c. Show teachers how to use slides, photos, etc. for their classroom presentations.
    d. Share how the media center and librarian can help teachers with reading group activities such as listening centers, filmstrip areas, designing learning packets, activity centers, etc.

5. Set up grade level meetings with teachers, librarian and principal.
    a. Look at texts-discuss units taught in science, social studies at each grade level.
    b. Discuss materials librarian can provide for various subjects. What new materials need to be ordered?

   c. Discuss students' interests, needs and learning levels.

6. Aid the librarian in budget needs - be realistic. It takes money to have a good media center.

7. Encourage your librarian to adopt the philosophy of SERVICE to students, teachers and parents.

8. Set up an advisory Library Committee composed of one teacher from each grade level, plus librarian, and the principal. Discuss school needs; how the media can aide the students and teachers; select new materials; etc.

9. Be a good Public Relations person for the media center.
   a. Notify newspaper, radio and TV, when good activities are going on in the media center.
   b. P.T.A. programs.

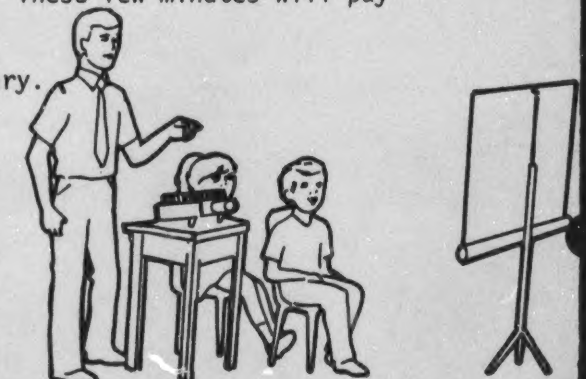
10. Be SUPPORTIVE of your librarian.
    a. Find out their desires and dreams! You might not be able to help meet all of them, but know what they are.
    b. Back the librarian up if there is a staff problem; such as: some teacher depriving a student of their library time.
    c. During short weeks, cancel library classes and give librarian a chance to "catch up".
    d. Realize how much time it takes to preview audio-visual materials; to read new books; to process books; etc.
    e. Know Oklahoma's State Library suggestions and requirements for AAA Libraries.

11. Help make your media center a neat place for students and teachers! Provide time for them to be there.

12. Dream your own dreams!
    a. Plan for the future.
    b. Be alert for new ideas.
    c. Be open to suggestions.
    d. Constantly desire for improvement.

13. Be a "user" of the library. Set a good example and let students and teachers observe you in the media center reading a magazine or a book or looking at a filmstrip. These few minutes will pay big dividends.

14. Provide for flexible use of the library.



THE LIBRARIAN AND THE LIBRARY

The principal needs to be aware of the many activities of the librarian. The media specialist's role is a demanding one. He or she is a teacher, a consultant, an evaluator, an administrator, a dispenser of services and a practitioner of human relations. This is one professional role in which there is joy in hard work. A librarian enjoys watching students develop a love of reading, observing students gradually becoming self-directed as they use the media center, seeing the success of instruction planned by a teacher, and a teacher succeed with instruction that the two of them have planned together.

The librarian should consider herself/himself a teacher of reading. Everything that the librarian does in the library and in the classrooms should aim at motivating students to want to read. The librarian can be the classroom teachers' best friend and aide, as they jointly work together on reading activities. Here are some suggestions for you to share with your librarian -- she/he might love to try some of them.

1. Professional
   - (a) Familiarize staff with the library's goals and curriculum.
   - (b) Implement school goals by formulating objectives for the media program.
   - (c) Keep abreast of new ideas in procedures and activities.
   - (d) Be accessible to teachers and students.
   - (e) Keep an open line of communication with all members of the school community.
   - (f) Keep routines simple and non time-consuming.
   - (g) Keep current on educational trends and concerns.

2. Principal

   (a) Establish policies and set priorities with the principal's agreement.

   (b) Discuss and evaluate the media program periodically with the principal.

   (c) Keep the principal aware of what is happening in the media center by placing a brief account of activities in her/his hands each month.

   (d) Remain flexible so that groups may use the center as the need arises.

   (e) Attempt to be included in curriculum revisions or study groups by volunteering your services.

3. Faculty

   (a) Bring the faculty into planning by working closely with the chairmen of departments and inservice planning groups.

   (b) Keep alert to new media as they are being developed. Make this information accessible to teachers. Assist the teachers as they integrate the new media in their classrooms.

   (c) Send bulletins or communicate directly with teachers to keep them alert to new media and items of interest in your collection.

   (d) As teachers move from the use of single textbook instruction to multiple materials be prepared with suggestions to help them.

   (e) Faculty members should be encouraged to participate in the selection of materials. Include support personnel and guidance counselors.

   (f) Assist teachers with the production of media and supply materials.

   (g) Post available services for exceptional students: Reading, listening, viewing, guidance and selection of books. Conferences with individual students are often helpful.

   (h) Display new materials and plan informal teas in the media center for teachers to view materials.

(i) Make teachers aware of pertinent materials appearing in professional or other periodicals. Keep a professional collection and keep interest by borrowing material from other sources.

(j) Catch the eyes of teachers by displaying messages for them in different parts of the school.

(k) Circulation procedures may be relaxed to fit needs. When reference books are not being used in the media center lend them to classrooms for use. Arrange for collections of books to be assigned to a classroom for a long-term. Attempt to have non-print materials available for home use.

(l) Include as many activities as possible outside of the four walls of the media such as:

    (1) Visit the classrooms to give talks about new books etc.
    (2) Teach media skills in the classroom and practice in the center.
    (3) Observe the various ways books are shared in the classroom. Suggest other ways of sharing books. Compile lists of books of interest.

(m) Assist teachers on the use of new equipment by giving them hands on experience.

(n) Before a teacher begins a new unit, and at regular times during a unit, confer with the teacher:

    (1) Get information about the abilities, interest and needs of the class.
    (2) Make available to the teacher a list of materials both in print and non-print. Include community resources that are relevant to the topic.

(o) Put a monthly sheet in each teacher's box. On that sheet ask what broad topics they will be working on that month in science, math, social studies, etc. On a wall chart or in a notebook keep an up-to-date record of topics being studied in each class. Gather materials for the teachers on these topics.

(p) Display various types of student work in the media center.

(q) Send Newsletters, such as TNT on the next page, to help busy teachers select current books for their classes.

Vol. 3, No. 6
February, 1982

T N T

Tips and Titles of
Books for Grades
K - 8

T N T is a monthly newsletter designed to help busy teachers select current books for their classes.

BE MY VALENTINE!

SAY IT WITH BOOKS!

Send a valentine with a book recommendation inside. Match up the theme of the book to a friend's interests.

MY HEART PURRS FOR YOU

K - 3rd Grades

THE PATCHWORK CAT by Wm. Mayne and Nicola Bayley. (Knopf, 1981) features Tabby, a most singleminded cat when it comes to her beloved patchwork quilt. Discard it? Over my dead body!!! Travel with Tabby and her quilt but DON'T CUT OUT THE PICTURES! The jewel-like oval shaped illus. by Ms. Bayley are exquisite enough to frame.

HOT-AIR HENRY by Mary Calhoun, illus. by Erick Ingraham (Morrow, 1981) describes the high flying adventures of Henry, a most resourceful Siamese. When Henry accidentally snags his claws on the cord that fires the burner of the hot-air balloon, he is up, up and away! The illus. soar right off the page. The beauty of the balloon against the snow-covered countryside fills one with a wild desire to fly away. Good - byyyyyyyy!

WOOF! WOOF!
I'M BARKING FOR YOU

K - 3rd Grades

Nancy Winslow Parker is an author/artist who loves dogs. Her latest picture book COOPER: THE McNALLY'S BIG BLACK DOG (Dodd Mead, 1981) tells the tale of Cooper, a labrador retriever, who protects those he loves but tends to be over-exuberant at times. When the McNally's newest addition arrives, the family decide to sell Cooper...but not if he can help it. He wins his way back into their hearts in the nick of time. The illustrations tell it all.

Also see Ms. Parker's POOFY LOVES COMPANY (Dodd Mead, 1980) another delightful dog tale.

DON'T TRIP AROUND WITH ME

K - 3rd Grades

A little girl tells the good and bad things about having a mom who travels in MY MOM TRAVELS ALOT by Caroline F. Bauer, illus. by Nancy W. Parker (Warne, 1981). The good thing is that "we get lots of postcards." The bad thing is that "Mom missed the school play." The best thing, of course, is that Mom always returns. Ms. Parker has done it again with winsome pictures that extend the story.

DANCING IN THE DARK ... WITH YOU!

K - 3rd Grades

A young boy is awakened by windmusic and dances his own special dance in NIGHT DANCES by James Skofield, illus. by Karen Gundersheimer (Harper, 1981) Joined by his parents, the 3 dance the night away. A special book pulsing with the beat of familial love and the poetry of dance.

I'M ANTSY OVER YOU

4th - 6th Grades

Who is Nimbus? Where is he from with his long thin arms and antennae? What plans does he have for Sid and Morgan? Whether you are a sci-fi buff or not, you'll be caught up in this chilling tale THE DEADLY HOAX by Scott Corbett (Dutton, 1981). Are these visitors from outer or inner space? Read aloud and your listeners will be "antsy" til you finish.

YOU'RE ON MY LIST

4th - 6th Grades

ANASTASIA KRUPNIK by Lois Lowry (Houghton Mifflin, 1979) Who could be ordinary with a name like that? Anastasia writes poetry, is in love with Washburn Cummings, hates liver and loves to make lists. When she discovers she is about to become a "sister" for the first time, she's mad. Her parents should have consulted her first! I can hardly wait for the sequel.

REPRINTED WITH PERMISSION FROM Jan Lieberman
Div. Library Science
San Jose State University
San Jose, CA 95192

4. Students

(a) As much as possible provide individual guidance in reading, viewing, and listening activities.

(b) Attempt to make the media center and its collections as accessible as possible.

(c) Help students to perfect research skills by providing individual help.

(d) In order to provide for all interest and reading levels increase the scope of the books and materials.

(e) Draw students to the media center by making it pleasant and attractive.

(f) Have available imaginative and creative suggestions to help students report the results of their research.

(g) Conference with teachers or counselors about any personality problems or poor work habits that may interfere with a student doing their best work.

(h) Media center activities should provide the students with the opportunities for the development of their potentials.

(i) Exhibits which may be of interest to students may be borrowed from classrooms or outside sources and displayed with the appropriate books.

(j) In the selection of materials, encourage student participation.

(k) Report media activities in the school newspaper.

(l) In order to stimulate students to read more widely and use materials more extensively, arrange attractive bulletin board displays and posters.

(m) Arrange stimulating discussion groups and books reviews and include visitors from the community.

◆◆

Lists of the Sequoyah, Newbery, and Caldecott Award Winning Books follow. Space has been provided for you to add each year's Sequoyah Book winner to your list.

SEQUOYAH CHILDREN'S BOOK AWARD
PREVIOUS WINNERS

This masterlist is not intended to be an automatic recommendation. Since selection policies vary greatly, you would apply your specific selection guidelines to each of the titles on the masterlist and purchase those which meet your policy.

1959 Gipson, Fred. Old Yeller. Harper, 1965.

1960 Henry, Marguerite. Black Gold. Rand, 1957.

1961 Heinlein, Robert. Have Space Suit, Will Travel. Scribner, 1958.

1962 Peare, Catherine. The Helen Keller Story. Crowell, 1959.

1963 Whitney, Phyllis. The Mystery of the Haunted Pool. Hale, 1960.

1964 Robinson, William. Where the Panther Screams. o.p.

1965 L'Engle, Madeleine. Wrinkle in Time. Farrar, 1962.

1966 North, Sterling. Rascal. Dutton, 1963.

1967 Fitzhugh, Louise. Harriet the Spy. Harper, 1964.

1968 Morey, Walt. Gentle Ben. Dutton, 1965.

1969 Stahl, Ben. Blackbeard's Ghost. Houghton, 1965.

1970 Henry, Marguerite. Mustang. Rand, 1966.

1971 Cleary, Beverly. Romana the Pest. Morrow, 1968.

1972 Dunn, Mary Lois. The Man in the Box. McGraw, 1976.

1973 White, E.B. The Trumpet of the Swan. Harper, 1970.

1974 Ellis, Melvin Richard. Flight of the White Wolf. Holt, 1970.

1975 Blume, Judy. Tales of a Fourth Grade Nothing. Dutton, 1972.

1976 Rockwell, Thomas. How to Eat Fried Worms. Watts, 1973.

1977 Merrill, Jean. The Toothpaste Millionaire. Houghton, 1974.

1978	Bulla, Clyde R. Shoeshine Girl. Crowell, 1975.
1979	Rawls, Wilson. Summer of the Monkeys. Doubleday, 1977.
1980	Pfeffer, Susan. Kid Power. Watts, 1977.
1981	Clymer, Eleanor. The Get-Away Car. Dutton, 1978.
1982	How, Deborah, Bunnicula, James. A Rabbit-Tale of Mystery. Atheneum, 1979.
1983	
1984	
1985	
1986	
1987	
1988	
1989	
1990	

THE NEWBERY MEDAL BOOKS

1950 DeAngeli, Marguerite. *The Door in the Wall.* (Doubleday)

1951 Yates, Elizabeth. *Amos Fortune, Free Man*. (Dutton)

1952 Estes, Eleanor. *Ginger Pye*. (Harcourt)

1953 Clark, A.N. *Secret of the Andes*. (Viking)

1954 Krumgold, Joseph. *And Now Miguel*. (Cromwell)

1955 DeJong, Meindert. *The Wheel on the School*. (Harper)

1956 Lathan, Jean Lee. *Carry On, Mr. Bowditch.* (Houghton)

1957 Sorensen, Virginia. *Miracles of Maple Hill*. (Harcourt)

1958 Keith, Harold. *Rifles for Watie*. (Cromwell)

1959 Speare, Elizabeth G. *The Witch of Blackbird Pond.* (Houghton)

1960 Krumgold, Joseph. *Onion John*. (Cromwell)

1961 O'Dell, Scott. *Island of the Blue Dolphins*. (Houghton)

1962 Speare, Elizabeth G. *The Bronze Bow*. (Houghton)

1963 L'Engle, Madeleine. *A Wrinkle in Time*. (Farrar)

1964 Neville, Emily. *It's Like This, Cat*. (Harper)

1965 Wojciechowsha, Maia. *Shadow of a Bull*. (Atheneum)

1966 Trevino, Elizabeth. *I, Juan de Pareja*. (Farrar)

1967 Hunt, Irene. *Up a Road Slowly*. (Follett)

1968 Konigsbert, W.L., *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. (Atheneum)

1969 Alexander, Lloyd. *The High King*. (Holt)

1970 Armstrong, William H. *Sounder*. (Holt)

1971 Byars, Betsy. *Summer of the Swans*. (Viking)

1972 O'Brien, Robert. *Mrs. Frisby and the Rats of NIMH*. (Atheneum)

1973 George, Jean. *Julie of the Wolves*. (Harper)

1974 Fox, Paula. *The Slave Dancer*. (Bradbury)

1975 Hamilton, Virginia. *M.C. Higgins the Great*. (Macmillan)

1976 Cooper, Susan. *The Grey King*. (Atheneum)

1977 Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. (Dial)

1978 Paterson, Katherine. *Bridge to Terabithia*. (Crowell)

1979 Raskin, Ellen. *The Westing Game*. (Dutton)

1980 Blos, John. *Gathering of Days: A New England Girl's Journal*. (Scribner)

1981 Patterson, Catherine. *Jacob Have I Loved*.

THE CALDECOTT MEDAL BOOKS

1950 Song of the Swallows. Leo Politi. (Scribner)
1951 The Egg Tree. Katherine Milhouse. (Scribner)
1952 Finders Keepers. Will Kipkind. (Harcourt)
1953 The Biggest Bear. Lynd Ward. (Houghton)
1954 Madeline's Rescue. Ludwig Bemelmans. (Viking)
1955 Cinderella. Marcia Brown. Retold from Perrault. (Scribner)
1956 Frog Went A-Courtin'. Feodor Rojankovsky. Retold by John Langstaff (Harcourt)
1957 A Tree is Nice. Janice Udry. (Harper)
1958 Time of Wonder. Robert McCloskey (Viking)
1959 Chanticleer and the Fox. Barbara Cooney. (Crowell)
1960 Nine Days to Christmas. Marie Hall Ets. (Viking)
1961 Baboushka and the Three Kings. Ruth Robbins. (Parnassus)
1962 Once a Mouse. Marcia Brown. (Scribner)
1963 The Snowy Day. Ezra Jack Keats. (Viking)
1964 Where the Wild Things Are. Maurice Sendak. (Harper)
1965 May I Bring A Friend? Beatrice Schenk de Regniers. (Atheneum)
1966 Always Room for One More. Nonny Hogrogian. (Holt)
1967 Sam, Bangs, and Moonshine. Evaline Ness. (Holt)
1968 Drummer Hoff. Ed Emberley. (Prentice-Hall)
1969 The Fool of the World and the Flying Ship. Uri Shulevitz. (Farrar)
1970 Sylvester and the Magic Pebble. William Steig. (Windmill Books)
1971 A Story - A Story. Gail E. Haley. (Atheneum)
1972 One Fine Day. Nonny Hogrogian, retel. (Macmillan)
1973 The Funny Little Woman. Blair Lent. (Dutton)
1974 Duffy and the Devil. Margot Zemach. (Farrar)
1975 Arrow to the Sun. Gerald McDermott. (Viking)
1976 Why Mosquitoes Buzz in People's Ears: A West African Tale. Leo and Diane Dillon. (Dial)
1977 Ashanti to Zulu. Leo and Diane Dillon. (Dial)
1978 Noah's Ark. Peter Spier. (Doubleday)
1979 Girl Who Loved Horses. Paul Goble. (Bradbury)
1980 Ox-Cart Man. Donald Hall. (Viking)
1981 Fables. Arnold Label.

Principal and Teachers:
Making It Work!

TAKE TIME -

MAKE TIME -

TO GET INTO CLASSROOMS!

PRINCIPALS AND TEACHERS - MAKING IT WORK!

Once you have developed a reading program that fits your needs, a commitment by the principal is necessary to make it work. Your attitudes and actions speak louder than any written philosophy.

Working in the classroom with students and teachers lets them know that you consider reading a top priority and that you are a team bound for success.

This section poses some questions to you and will offer some suggestions that will hopefully help your reading hat feel as comfortable as possible.

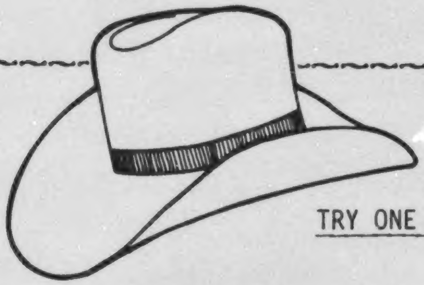
READING
HAT

120

"HELP ME TO KNOW THE THINGS I CAN CHANGE; HELP ME TO KNOW THE THINGS I CAN'T CHANGE; AND HELP ME TO KNOW THE DIFFERENCE BETWEEN THE TWO."

How can a principal foster success in the school's reading program?

If a school's reading program is to be successful, it is up to the principal to keep reading the school's top priority. This is a difficult task because of the many responsibilities that the principal has, but the principal's attitude about reading will set the tone for the rest of the school. Principals cannot expect teachers to do more for their students than they are willing to do for their teachers. The success of the reading program hinges on the principal's ability to motivate, promote involvement, and make it clear to teachers that he or she is willing to help create a program that does work.



TRY ONE OF THESE:

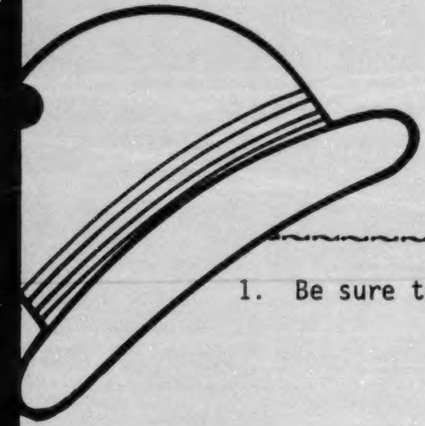
1. Discuss the reading program with different grade level teachers and listen carefully to what they say.
2. Speak often about the importance of reading.
3. Consider reading needs first when discussing budgets and schedules.
4. Plan for school-wide reading time.
5. Be a reader yourself.

How do you encourage teachers to be actively involved in the school reading program?

Promoting reading at each faculty meeting is one way to communicate the importance of the school reading program. Of even greater importance is that the principal backs up his words with action and involvement. Enthusiasm is contagious and teachers are stimulated by principals who are constantly looking for ways to improve the reading program.

An important ingredient for success is having a plan which includes a time-line. The principal can help keep teachers on task and assist when problems arise. Teachers, like principals, have many responsibilities and need to be reminded of the school's priority.

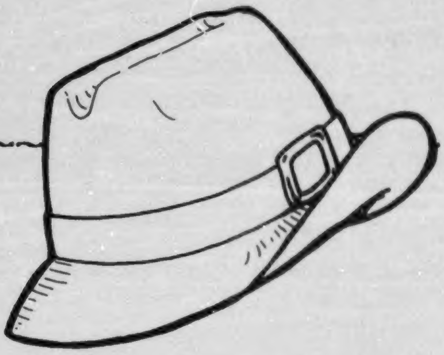
Another alternative is to establish a reading vertical team in your building. This is simply one teacher from each grade level who is especially interested in reading and will help transfer this enthusiam to others. The reading vertical team might meet once a month and formulate goals for the school that will promote reading and keep it alive and interesting.



MAKING IT WORK!

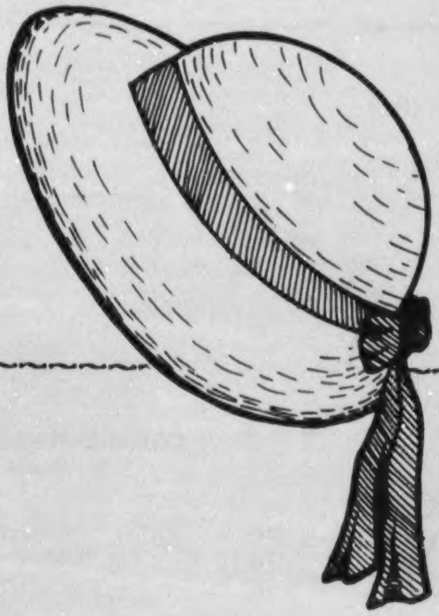
Keep these things in mind:

1. Be sure to include yourself on the reading vertical team.



2. Schedule monthly reports on different aspects of the reading program.

3. Send teachers to workshops for new ideas concerning reading.



Do you visit classrooms regularly to demonstrate that you are part of the program and not an outsider?

Principals should plan to visit each classroom and read, or listen to the students read, as often as possible. Principals can be important individuals in the lives of students. You can provide a model so students can see that reading is important in the life of an adult. Another benefit of regular classroom visits is that teachers and students realize that the principal is truly interested, and considers himself or herself a part of the reading program. Studies reveal that the more times a principal visits or interacts with a reading class, the greater the reading achievement will be.

USE ONE OF THESE:

1. Read to students.

2. Teach a reading lesson.

3. Have students read to you.

4. Ask students and teachers about their reading and share interesting books.

MAKING IT WORK!

Do you involve the staff in evaluating, purchasing and use of new materials and equipment?

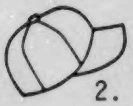
Your teachers' commitment to the success of the school's reading program will be strengthened if they are involved with the management of the reading budget and selection of materials. A bargain item is of little value if it sits on the shelf.

Teachers need to formulate their own criteria for evaluating and selecting reading materials. This will vary from school to school, but it is important to have a criteria to base decisions on.

While principals cannot be experts in all areas of the curriculum, they do need to be able to provide consultants who can help teachers make the best use of money available for reading instruction. One source that can be used to gather information about materials and equipment is sales representatives from publishing companies. While they are biased in favor of their own products, they are usually knowledgeable in the field of reading and are current on what is available. They can also be a person to provide in-service to teachers on the proper use of new materials and equipment.

INVOLVEMENT ACTIVITIES:

1. Set up a committee responsible for evaluating materials and reporting to the school faculty.



2. Have mini-workshops presented by sales representatives on new items or use of equipment.

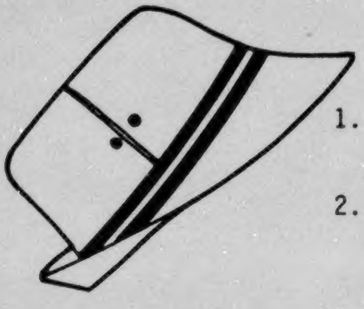
Do you provide opportunities for your teachers to interact and share ideas?

Nearly all teachers need help at some time or another. Use these opportunities to bring in other staff members or give examples of successful techniques that another teacher is using. Regular staff meetings provide a time to discuss or praise successful reading approaches, implement school-wide reading activities and encourage teachers to work as a team toward reading goals.

Plan schedules so that preparation times of certain teachers with similar grade levels and problems can meet and discuss on a regular basis. This meeting time may bring about team work in teaching.

Providing release time for reading inservices will help teachers understand that reading is a priority.

Giving praise and recognition to teachers provides a sustaining and supporting effect that leads to sharing with and helping fellow staff members.



INTERACTING AND SHARING

1. Take a teacher's duty so he or she can observe another teacher's teaching strategies.
2. Schedule planning times together so ideas can be shared.

MAKING IT WORK!

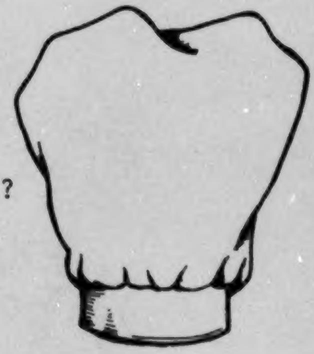
Are you using all available human resources to make your reading program successful?

In most successful reading programs the principal and teachers constantly coordinate, train and supervise aides and volunteers.

Parents, grandparents, patrons and peers are types of volunteers that a principal can use to provide clerical as well as instructional aid to the teachers. Aides and volunteers have different talents as do teachers and principals, and each must be examined individually to determine their role in the reading program. A training program for aides and volunteers not only would allow you to evaluate personnel but also give them direction in their duties and responsibilities. Volunteers in reading are successfully used in many schools across the country but leadership and direction need to come from the principal. As with any other aspect of the school's reading program effective volunteer programs require planning, good implementation and continuous support.

HUMAN READING RESOURCES

1. Are you using parents and volunteers?
2. Do students help each other?



Are you sensitive to your teachers' needs in teaching reading?

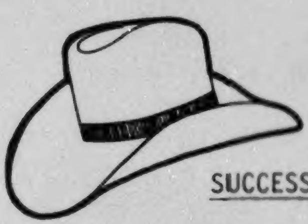
Principals should try to do everything for their teachers that they expect teachers to do for students. Many teachers will only reveal their needs if they feel that you will be a good listener and help them. Principals who see the teacher as the problem, will not be confided in, and cannot be effective in promoting reading success. There are also those teachers who will not come to you with their needs. These teachers can only be helped by your observing their classrooms and then making suggestions or allowing them a chance to observe other teachers instructing their students. It is important for a principal to put himself/herself in the teacher's situation and try to get a true feeling for the workload and problems that must be overcome or dealt with before success can be achieved. Trust develops slowly, as teachers see that you care about their success and help them in any way possible. Principals must let teachers know that you recognize and appreciate their hard work. Specific compliments mean more than a general statement. The self-fulfilling prophecy is apparent in teacher success. Your high expectations and positive remarks about teacher success will encourage more success.

SENSITIVITY TO NEEDS

1. Do you understand the problems that are holding back the achievement in reading you desire?
2. Are you truly listening?
3. Do you show that you care and honestly want to help?

Are you a member of associations that keep you informed about reading?

Becoming a member of a professional organization that focuses on reading can be very valuable. It will help keep you current on ideas in the field of reading. You will be able to share your information with teachers through discussions at faculty meetings or by distributing copies of important articles. In addition to these benefits, the very presence of journals or books on reading in your office or the teachers' lounge will stimulate interest and point out the importance that you place on reading. On the following page, is a list of professional organizations with reading as an interest.



SUCCESSFUL EXAMPLE

Setting an example, and being well informed, are two important elements of a principal's success in developing a good reading program!

PROFESSIONAL ORGANIZATIONS

Oklahoma Reading Council
Pat Curtis, President
601 E. Bluff
Hugo, OK 74743

American Educational Research Association
1230 17th St., N.W.
Washington, D C 20016

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D C 20016

Association for Supervision and Curriculum Development
1701 K St., N.W.
Suite 1100
Washington, D C 20006

Council for Basic Education
725 15th St., N.W.
Washington, D C 20005

National Association of Elementary School Principals
1801 North Moore Street
Arlington, VA 22209

National Council for Teachers of English
1111 Kenyon Road
Urbana, IL 61801

National Education Association
1201 16th St., N.W.
Washington, D.D. 20036

International Reading Association
800 Barksdale Road
Newark, DE 19711

MAGAZINES AND JOURNALS

1. Childhood Education

Association of Childhood Education Intl.
3615 Wisconsin Ave, N.W.
Washington, D C 20016

2. Today's Education

National Education Association
1201 16th St., N.W.
Washington, D C 20036

3. Journal of Reading
4. The Reading Teacher
5. Reading Research Quarterly

International Reading Association
800 Barksdale Road
Newark, DE 19711

6. Journal of Reading Behavior

College of Education
University of Georgia
Athens, GA 30601

7. Language Arts

National Council of Teachers of English
111 Kenyon Road
Urbana, IL 61801

8. The National Elementary School Principal

National Association of Elementary School Principals
1801 North Moore St.
Arlington, VA 22209

9. Elementary School Journal

University of Chicago Press
5835 Kinlark Ave.
Chicago, IL 60637

10. The Instructor

The Instructor
Danville, NY 14437

11. Phi Delta Kappan

Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, IN 47402

12. Early Years

Allen Raymond, Inc.
P.O. Box 1223
11 Hale Lane
Darien, CT 16820

13. Educational Leadership

Association for Supervision and Curriculum Development
1701 K St., N.W.
Suite 1100
Washington, D C 20006

THE BUILDING ADMINISTRATOR AND THE READING PROGRAM

There is recent evidence of the importance of the building administrator in the success of the school reading program and in improved student reading achievement. Add to this the fact that the best way to teach reading is with a dedicated, perceptive teacher who teaches the individual student rather than a book or method. Combine these two factors and you have a winner for improved reading achievement.

1. WORKING WITH TEACHERS

Inservice Activities

Inservice activities should be planned in response to needs recognized by at least a majority of staff members. You, as the principal, are responsible for a building level needs assessment and for establishing priorities for identified needs. The principal is also responsible for planning and initiating inservice activities. Try to be a creative, perceptive principal, and make a practice of turning routine building staff meetings into worthwhile and profitable inservice activities.

Supervision of Instruction

One of your most difficult tasks is that of supervision of instruction. There are no set of rules which will guarantee success, but your administrative style and your ability to keep open lines of communication are key factors. Try to communicate the following:

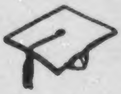
1. A major function of your job is to assist them in being more effective teachers.
2. Keep an "open door" policy - This makes possible more effective supervision of instruction.
3. Refrain from criticizing methods and procedures used by a classroom teacher unless other methods can be suggested.
4. Focus classroom observations on student response to instruction rather than the teaching process.

2. WORKING WITH STUDENTS

Try to be a successful principal and achieve competency in this area. The principal who knows the students and the school community, can expect to meet with acceptance and receive cooperation necessary for a good instructional program. BE SURE TO RECOGNIZE AND FOSTER THE INDIVIDUAL WORTH OF YOUR STUDENTS!

3. CREATING A BUILDING ATMOSPHERE

If an improved reading program is to be a major priority, the building atmosphere must reflect its importance. Bulletin boards highlighting reading and language-art activities, school assemblies with book themes, visits of authors, and an active librarian can create a positive attitude and school atmosphere for reading.



4. PROVIDING POLICY LEADERSHIP

Buildings with a reading plan co-operatively extablished with the staff and the principal as the instructional leader give status to the reading program. Specific plans for the use of the basal readers including supplemental materials such as teacher's manuals, workbooks, charts and supplementary readers, plus a plan for storage, distribution, inventory and ordering are needed.

5. BUILDING COMMUNITY SUPPORT

Community support is built through public relations. The administrator can do much to enhance the position of parents and the teachers by referring to the reading program as "our reading program", thereby including all people involved. You can also talk about the reading program as a "quality reading program". In order to have a quality reading program it must include basic skills as well as recreational and functional reading. The administrator has the opportunity for leadership in creating a reading-centered school.

An analogy for administrator leadership and improving the reading program can be summed up in the story of a young Midwestern farm boy and his idol--his grandfather. After the corn crop had been "laid by," the young man looked across the waving field of corn. "You know, grandpa, you can sure make corn grow," he said. "Son," the oldtimer said, "It's not in my power to make it grow, but I can create conditions under which it grows best."

Start The New Year Right!

GET ORGANIZED!

and

KEEP SMILIN' THIS WINTER!

ENGLISH
MATH

TIME MANAGEMENT

Time management is very important to you as a principal-especially if you are the principal of a large school. Practically every minute of your time is taken with some administrative duty. It is very important to plan wisely how to spend your day in order for you to be the instructional leader in your building. Here are several ideas that could help you with your organization and scheduling plans.

This daily plan needs to be filled out before you leave school in the afternoon, and then reviewed the next morning before your school day starts. Jot down notes during the day, under services performed, as to how each appointment or scheduled event was handled. At the end of the day, file the daily sheet. The filed plans become valuable resources for your information later on.

As instructional leader, you need to be in the classrooms in your school as much as possible. One way to help you do this is to send your teachers a monthly calendar, such as the calendar printed here. Schedule yourself to be in a different teacher's room each day. Plan to stay at least one half hour. Make sure the teachers understand that if you don't show up for the appointment, it will be because of an emergency.

Research shows that you need to make at least five visits to a classroom before you can make a valid judgement as to what teaching processes are being used.

Barbara Bayless
Westwood Elementary School
Stillwater, Oklahoma 74074

Date________________________________

- DAILY PLANS -

	Appointments		Services Performed
To be done today		8:00 -- ------	
		9:00 -- ------	
		10:00 -- ------	
		11:00 -- ------	
		12:00 -- ------	
		1:00 -- ------	
Notes and memos		2:00 -- ------	
		3:00 -- ------	
		4:00 -- ------	
		5:00 -- ------	
		Evening -- ------	

139

School Calendar
of Events

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THRUSDAY	FRIDAY	SATURDAY
						1
2	3 1:00 McFarland	4 1:00 Jobe	5 1:00 Marjo Fringer's birthday	6 1:00 Moore	7 Cleo Sebring's Birthday	8
9 Debbie Crandalls Birthday	10 1:00 Danz	11 9:00 Admin. Meeting W. Rogers 1:00 Havens 3:45 SEA Meeting	12 1:00 White	13 1:00 Swift 7:00 Cub Scouts Pack 4 LaVerne Sanders Birthday	14	15
16	17 Margie Sauer's Birthday	18	19 2:45 Christmas Party	20 Last Day Take down decorations	21 Christmas Vacation	22
23 30	24 Christmas Vacation 31 Christmas Vacation	25 Christmas Day	26 Christmas Vacation	27 Christmas Vacation	28 Christmas Vacation	29

140

DISTURBANCE QUESTIONNAIRE AIDS DISCIPLINARIAN

By: Willie Quinn
and Steve Groom

Willie Quinn is vice-principal and Steve Groom teaches seventh and eighth grade English at Guthrie Public Schools.

In a time when handling discipline often takes more time than we are able to give to subject matter, a speedier approach to handling the problem is welcome.

The method involves a questionnaire that the student fills out when sent to the vice-principal for disruptive behavior.

The form fulfills a multitude of purposes.

1. It gives the student a chance to calm down, because the form is filled out before any discussion or action takes place.
2. It gives the student a chance to go through some self-analysis and evaluation on his or her own.
3. The student is given a chance to give his or her side of the story in writing, therefore the student feels that the "establishment" cannot say he or she said or did not say something.
4. The disciplinarian is able to get the story in writing so that deviations and misunderstandings do not happen as easily.
5. The form itself can act as a deterrent for those students who like to use "snow" jobs and misunderstandings of statements as a way out, as well as for those who realize that a trip to the office does mean something.
6. A cross reference of a child's behavior after a period of time can be made to see if a personality conflict is occurring which may need evaluation.
7. A record for documentation can be easily assembled for conferences with parents or other school officials.
8. Teachers who consistently have trouble in the classroom with discipline can be counseled with easier as to the types of problems they may be having.

The purpose of this form is to get the student back in the classroom with an attitude of trying his or her best, as soon as possible.

For students who show persistent problems, the counselor can check for patterns easier and locate possible learning disabilities that are causing boredom or emotional problems that are triggered by patterned situations.

These forms should be filled out no matter how many times in one day a student appears in the office for disciplinary action. The disciplinarian should make a comment on the back of the form each time as to the action taken, such as; talked with student, warned student, called parent, etc. These forms should then be kept on file.

DISTURBANCE QUESTIONNAIRE

Date ______________________________ Name ________________________

Teacher who sent you here: ____

1. Was it necessary to disturb the class? Explain.

2. Did this problem exist before this class period?

3. Was the teacher aware of the problem?

4. Was anyone else aware of the problem? Who?

5. Explain the problem in your own words:

6. Was there any other way to solve this problem without disturbing the class? Explain.

7. Can you place the blame for the problem on someone else in the room? If yes, how did he or she make you create the disturbance?

8. Do you generally let other people lead you into trouble?

9. What do you feel is the most appropriate and approved way of keeping others from messing up your life by interrupting your learning process?

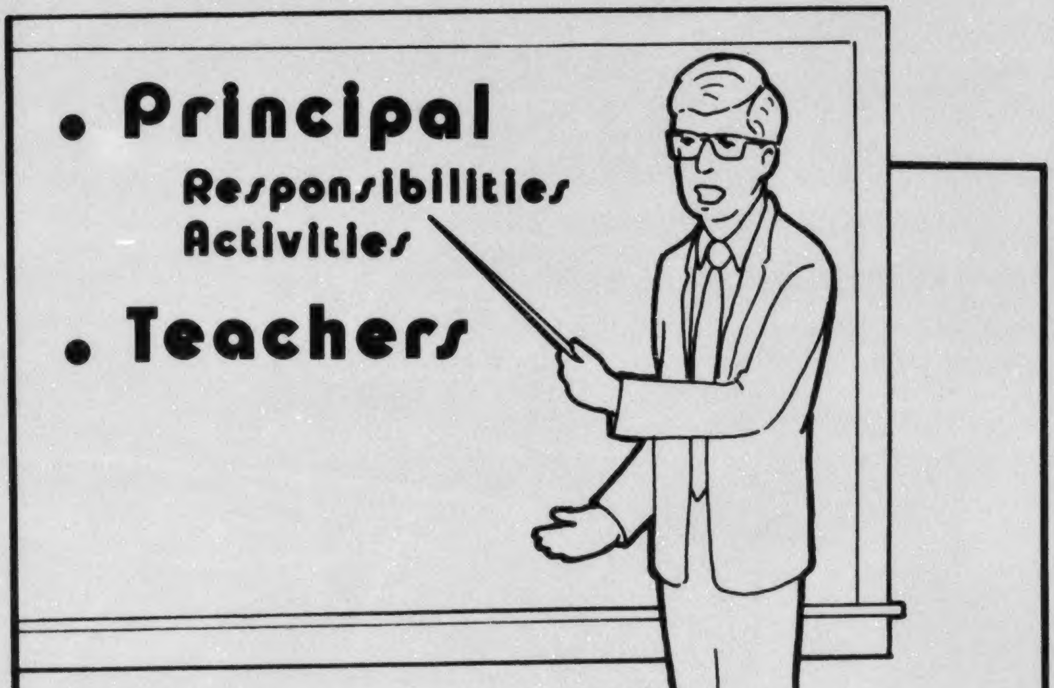
10. What do you think your punishment should be?

OKLAHOMA EDUCATOR, January, 1981,p. 4.

"DO NOT FOLLOW WHERE
THE PATH MAY LEAD -
GO, INSTEAD, WHERE
THERE IS NO PATH -
AND LEAVE A TRAIL."

ANON

Staff Development


• Principal
Responsibilities
Activities
• Teachers

A Leader is . . . best,

When people barely know he exists.
Not so good
When people obey and acclaim him.

Worse when they despise him.

But of a good leader
Who talks little
When his work is done
His aim fulfilled
They will say

"We did it ourselves."
Lao-Tae 565 B.C.

A. PROVIDING LEADERSHIP

Effective principals know how to lead their teachers, rather than try to manipulate them.

They encourage,

and advise,

and help set goals.

Management needs to be positive and constructive rather than negative and destructive. The principal, as manager, sometimes has to inspire teachers and other staff members to help achieve goals they may not wholeheartedly support.

Good communication skills are important here. A good manager will learn and sharpen these skills.

COMMUNICATION SKILLS need definition and practice. We cannot expect them to "just happen." Providing leadership in your building needs to be practiced also. Here are some ideas to help you be the building leader.

COMMUNICATE

a. State clearly what you want, what you expect and how you will help achieve the school's objectives. Be sure and give teachers a chance to do the same.

b. Keep an "open" atmosphere for a solid exchange of ideas among staff members.

c. Find time to talk to your teachers about important school matters when there is no schedule push.

d. Try to find out how all staff members feel about important issues, not just the vocal members.

e. Inform people ahead of time about proposed changes.

f. Don't depend on the grapevine to get messages around. Explain your policies yourself.

g. Follow up as soon as possible on teacher complaints and/or suggestions. Explain why some can be accepted and some will have to be rejected.

h. "Give and take" (open) communication takes more time. Avoid frustration by allowing time for it.

PLAN, ORGANIZE, DELEGATE

a. Have long range and short range plans for the school.

b. Establish the most important needs facing the school.

c. Delegate meaningful responsibilities.

d. Get the facts, and plan well. Don't rely on luck and heresay.

EMPHASIZE QUALITY

a. Expect excellence.

b. Support excellence.

c. Praise excellence.

d. Reward excellence.

e. Let staff members know you want the best education possible for students in your school.

SET AN EXAMPLE

a. Follow your own rules.

b. Keep up to date on educational changes and innovations.

c. Dress the part of a principal and leader.

d. Avoid gossip and making excuses for poor performance. Be a professional leader!

BE VISIBLE

a. Make time - - take time - - to get into classrooms.

b. Offer to teach a class now and then.

c. Offer to relieve teachers regularly on the playground. This will give the teacher a break and will allow you to have informal interaction with the students. This has been shown to have a direct bearing on discipline during lunch break.

a. Involve teachers in decisions that affect them.

b. Let teachers assist in planning and serve as leaders in staff development efforts.

c. Find out what motivates different staff members and build on it.

d. Recognize jobs well done by staff members in bulletins or meetings of the staff or in a personal note in their mail box.

e. Arrange for teachers to visit the classrooms of peers who do an outstanding job.

f. Let new teachers know what is expected of them.

g. Provide opportunity for teachers to plan together to improve the reading program.

h. Have available a resource person, or plan to assist teachers, when a specific problem in reading arises.

i. Have necessary information available about local and state reading councils and associations.

j. Lead the staff in providing an atmosphere that is conductive to learning.

k. Know what kind of reading program you have and why.

One method of demonstrating that reading is important is for the principal to attend appropriate meetings concerning reading, within the school district, and state meetings. Attendance at such meetings will convey to your teachers that the principal is interested and concerned. This commitment encourages teachers to dedicate their best efforts in establishing a good reading program.

STAFF DEVELOPMENT RESPONSIBILITIES

One of the most important responsibilities of principals in the reading program is to facilitate numerous options for staff development activities for teachers. Make sure teachers have been involved in identifying the needs on which the options are built. Staff development options should be planned and organized around meeting the needs of students --- needs that have been identified in the evaluation process.

Why is staff development necessary? All teachers need to expand and improve their teaching abilities whether they are beginning or experienced teachers. The needs of students change from year to year, and new ideas become available to educators helping to meet those needs more adequately. In addition, staff development can do much to motivate and inspire teachers to greater heights. Staff development can be improved by using some of the following ideas.

1. Assessing Needs

The beginning of the staff development process is to identify staff development needs, based on the needs of the students and the objectives of the school program. Questionaires may be distributed to the teachers asking them to identify:

a. areas that should be the subject of an in-service workshop.

b. the types of staff development activities that would help them meet the needs.

c. the most convenient times for activities.

This information is examined by a committee of teachers who work in cooperation with the principal. It is often advisable to have the faculty select the committee members from the faculty as a whole or by different grade levels. Gather the information in the spring prior to the next school year so that lead time is provided for formulating the activities. Some teachers may even choose to work independently during the summer, and having identified one or more needs ahead of time, can help make their summer activities beneficial and can relate them to the school and the classroom setting.

Once the committee has gathered suggestions and preferences from the teachers, they should then examine the resources and the priorities of your school and district. The committee should also consider any staff development requirements of the local district or the State Department of Education.

2. DETERMINING STAFF DEVELOPMENT ACTIVITIES

Following the meeting of the staff development committee, call a general faculty meeting where the committee presents the information to the entire faculty. Staff development should not necessarily be majority-rule, but rather a plan whereby individual teachers can fulfill their needs in order to meet the needs of the students and the school.

Staff development activities can be conducted in a variety of formats in which teachers can work independently, or groups of teachers can work together on a common need. Resistance develops when all teachers are required to participate in activities for which they do not feel a need, and in ways they do not wish to work.

Probably some teachers will be negative about all activities, and, if they are aware of their own personal development needs, they do not reveal those needs. These individuals must be included in staff development activities, but with the committee's full knowledge that the individuals may not gain much from the activities unless they are motivated. The principal should not become discouraged with their lack of interest, but should continue to try to motivate them. Do not develop the view that your committee must not try, because these individuals will fail. Even if only a few teachers profit from the staff development plan, it is worth the time and resources expended.

3. INDIVIDUAL TEACHER NEEDS AND PLANS

After the building meeting, teachers should submit individual plans for personal improvement, utilizing the activities decided upon by the entire faculty. Teachers grow individually and must have options because, like students, they have preferred modes of learning, and teachers' needs differ.

Certainly their perceptions of their needs differ greatly. In some schools, teachers submit their individual plans to the building staff development committee.

THE PRINCIPAL'S ROLE

The role of the principal is one of guiding, supporting, and motivating teachers to the greatest possible extent. For instance, if a teacher wants to visit another school, the principal should not reject the plan because of the cost of a substitute. Instead, examine the value of the experience to the teacher and the students, and then make provisions for the visit. You, as the principal, might even offer to teach the class for several hours, freeing the teacher to go. If the teachers want to rent a film that focuses upon one of the needs of the group, the principal should try to find the money for the rental. Consider every proposed activity a useful one, and make every effort to help the teacher carry out the proposal.

Principals should model individual planning by submitting your own personal development plans to the faculty committee. In that way, the teachers see that the principal is constantly trying to improve. Your plan will set the standard for the faculty and should be as extensive as the teachers' plans.

While you are planning, evaluating, or informally discussing the reading program in a classroom, be alert for suggestions. These suggestions can be considered for professional growth activities. When teachers communicate some of their needs, such as a need for more help in classroom management of reading instruction, principals can report the idea to the faculty committee, and they can include this as an identified need for their staff development plans.

The principal may wish to initiate some staff development activities that seem timely and that fit the common needs of the staff. However, be careful to avoid dominating the staff development activities. You might invite a special speaker on reading to a faculty meeting, or prepare a special display in the faculty lounge that teachers could examine at their leisure. With the help of the faculty, you may wish to plan special faculty meetings on reading.

B. STAFF DEVELOPMENT ACTIVITIES

Staff development activities can be conducted in a variety of formats. Some activities are suited to individual pursuits while others are suited for group experiences. Some activities can be a one-period activity, and others may occur many times over several months.

1. TEACHER VISITATIONS

One of the best learning activities available to teachers is visiting other professionals who are engaged in the same type of work. Visitations can be within the building, in another building within the district, or outside the district. All are valuable, but they require planning to achieve the best results. The length of the visit can be as short as an hour or as long as all day. When a teacher has an excellent program or has perfected an innovative idea, teachers may choose to visit that teacher to learn about the idea. Usually it is possible to find the names of teachers outside the school for visitation by asking supervisors and others who are in those districts or schools.

2. SCHOOL AND DISTRICT WORKSHOPS

Workshops are certainly not a new learning activity, but they can be valuable, if planned properly. Some workshops can be planned cooperatively by the teachers and the principal for an individual school. Other workshops are the result of a combined effort of two or three schools or a total school district. Workshops can last for an hour, a day, or several sessions over an extended period of time. These sessions may focus on hands-on and production activities, and others could be demonstrations or presentations. Whatever the format, if it is to be a successful workshop, its content and design need faculty input. When workshops are being planned for large numbers of teachers, it is impossible to have a great deal of input, however, many options for teachers to choose from, should be included. Teachers appreciate being able to make some decisions about how they will spend their time. Successful workshops result from careful planning, teacher input, and alternative activities.

3. CONVENTIONS, CONFERENCES, AND SEMINARS

Most areas have local, state, regional, or even national reading conventions for classroom teachers and administrators. These meetings can be of considerable value if the topics are relevant. The dates, times, and areas should be made available to teachers as they plan their staff development learning activities.

4. SPEAKERS AND RESOURCE PEOPLE

Speakers and resource people can be effective as motivators for many activities. Consider them for a fall kick-off meeting, or for special activities throughout the year. Effective speakers and resource people can stimulate teachers to new efforts. One-time speakers should be used cautiously, however, because teachers often tire of such activities. Choose these people carefully! Their speeches should have objectives based on identified needs, and both the audience and the speakers should be aware of the needs and the objectives. When possible, the speaker should demonstrate techniques and procedures, with special emphasis on involving the teachers.

5. CONSULTANTS

Much can be gained from obtaining the right consultant in reading. Your school needs a consultant that is knowledgeable of your school's reading program and your staff development plan. A reading consultant can be utilized in many ways within a school. One of the many ways, is for the consultant to meet with the teachers in each of the teacher's classroom. The group input, coupled with classroom help, gives the consultant the opportunity to be effective. Consultant help, and continued follow-up help from the consultant, will have motivating impact upon classroom instruction.

6. INDIVIDUAL ACTIVITIES

Many of the activities already mentioned, can be accomplished by individual involvement. Individual activities can provide valuable staff development, also. Such activities can include (1) individual independent study of professional texts and journals or curriculum materials, (2) piloting new reading approaches, (3) writing curricula for the teacher's own classroom, and (4) educational travel.

All of these activities should be specifically designed to fit the needs of the teacher for them to be of benefit. Some teachers prefer individual activities. School systems can use a combination of group and individual options for teachers' staff development plans.

Usually, an individual participating in individual activities, is required not only to submit the proposal for the activity to the staff development committee, but also to submit a report at the conslusion of the activity.

7. FACULTY MEETINGS

Regularly scheduled faculty meetings can be a vehicle for you to guide some of your faculties' development into the area of reading. Devoting a few of the faculty meetings each year to the improvement of the reading program will be very valuable.

8. NEW TEACHER ORIENTATION

Although some of the new teacher orientation meetings are often conducted by the central administration staff, you as a principal, have a real opportunity to influence and help new teachers. Even if there are only one or two new teachers, the principal, and selected classroom teachers, should hold a mini-new-teacher orientation. At the meeting, discuss your school's reading philosophy, the materials used, and the procedures followed in the building. One of the experienced teachers could be paired with a new teacher to provide continuing assistance for the new teacher. Plan to work with your new teachers regularly. This helps to ensure good feelings and success for that person.

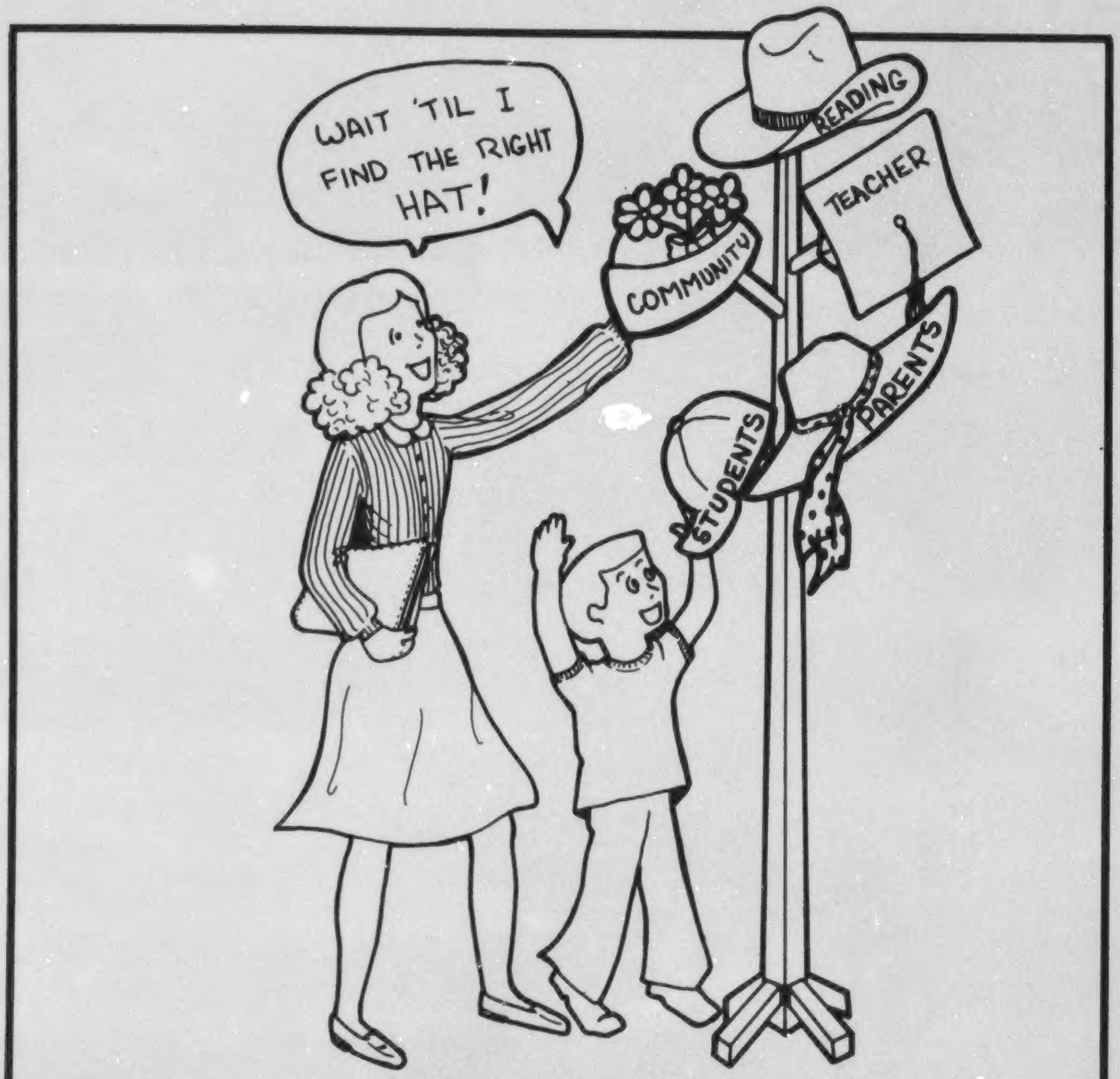
Material in this chapter used by permission of the author, Dr. Floyd Sucher, from his book, The Principal's Role in Reading, Charles C. Thomas Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfiels, Ill, c 1980.

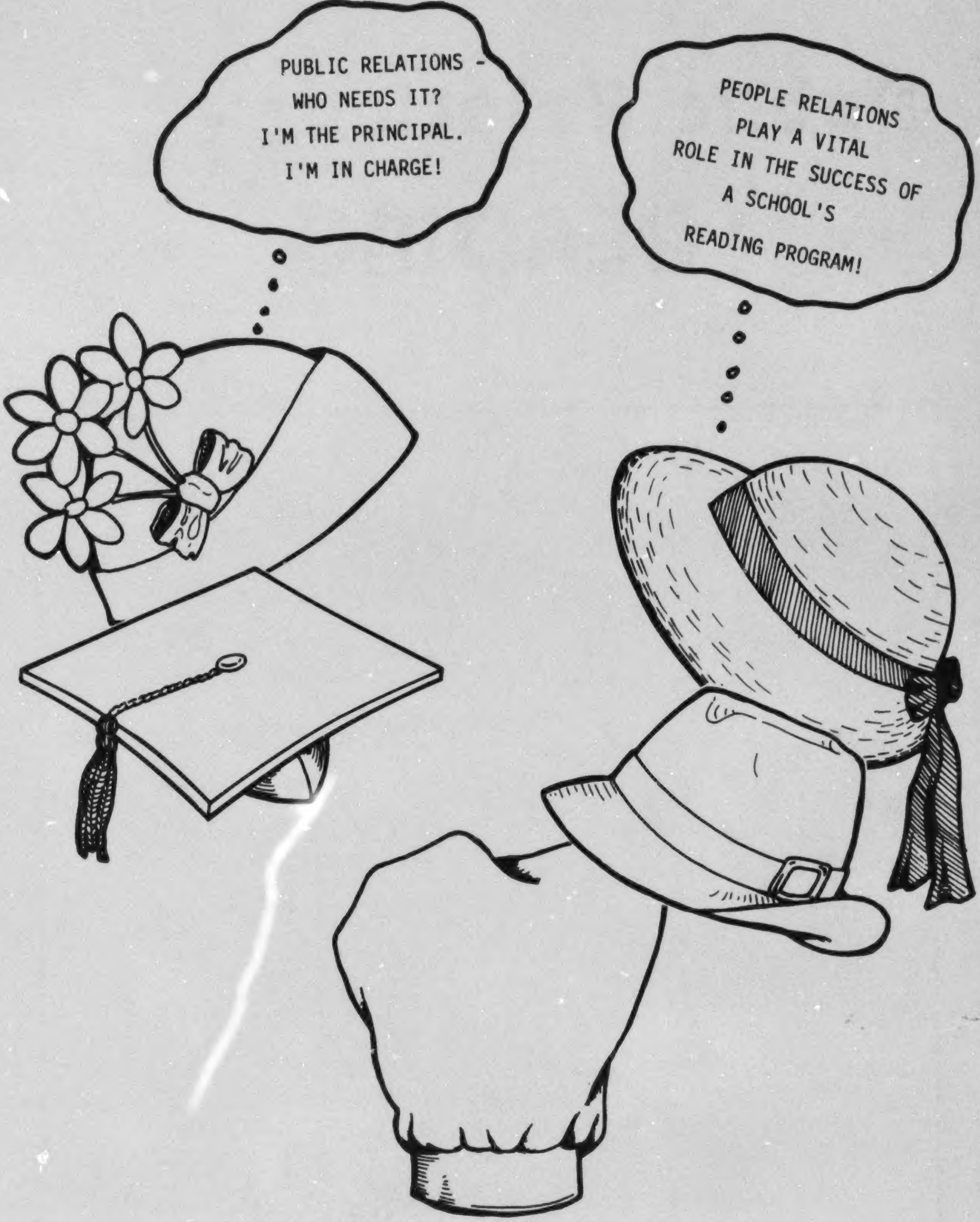
"SOMEONE MUST ASSUME THE ROLE OF INSTRUCTIONAL LEADER, CHANGE AGENT, AND EVALUATOR. THIS CHALLENGE FALLS SQUARELY ON THE SCHOOL PRINCIPAL. NO OTHER PERSON CAN ASSUME THIS ROLE."

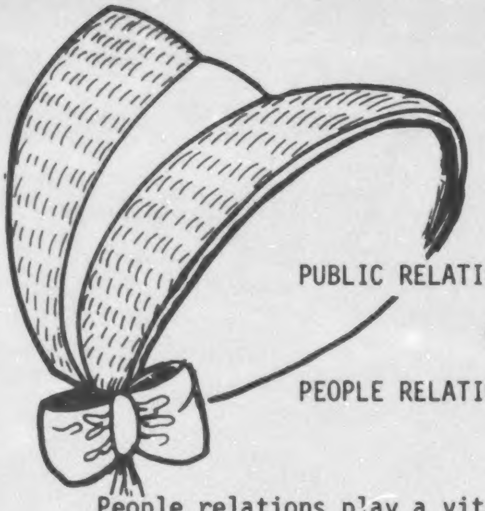
DR. WALTER MCHUGH
PROFESSOR OF EDUCATION
CALIFORNIA STATE COLLEGE
HAYWARD, CALIFORNIA

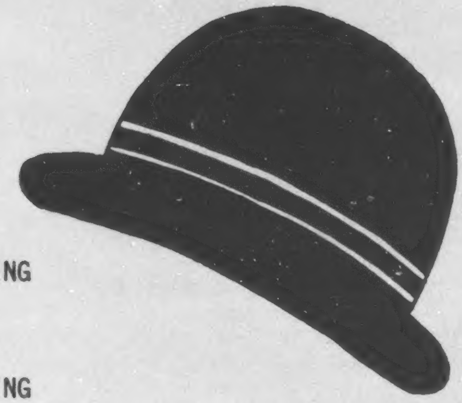
Public Relations –

READING


WAIT 'TIL I FIND THE RIGHT HAT!
READING
TEACHER
COMMUNITY
PARENTS
STUDENTS

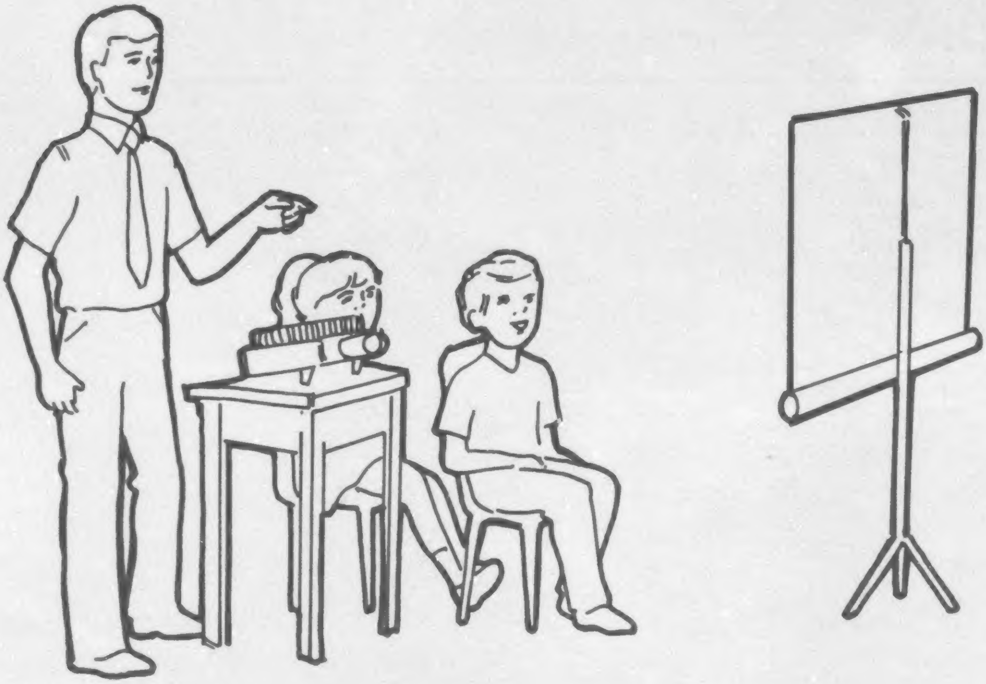

PUBLIC RELATIONS - WHO NEEDS IT? I'M THE PRINCIPAL. I'M IN CHARGE!
PEOPLE RELATIONS PLAY A VITAL ROLE IN THE SUCCESS OF A SCHOOL'S READING PROGRAM!





PUBLIC RELATIONS OF READING
OR
PEOPLE RELATIONS OF READING

People relations play a vital role in the success of a school's reading instruction program. Principals must make certain that students, parents and teachers are involved. Through formal and informal contacts the principal provides many opportunities for strengthening the home, school and community relationships. The end product of such involvement will be students who not only can read, but who want to read, enjoy reading.

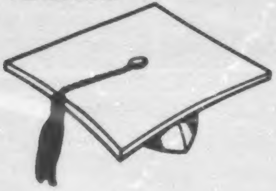


PUBLIC RELATIONS

Are your new teachers fully informed about your school and your reading program?

Is your staff enthused about teaching reading?

TEACHERS

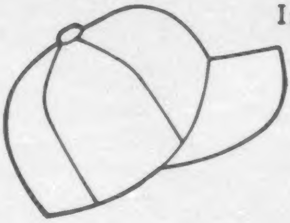


PRINCIPAL

Are your school facilities used to their full potential?

Do you as a parent, teacher, or principal, set a good example by reading for pleasure?

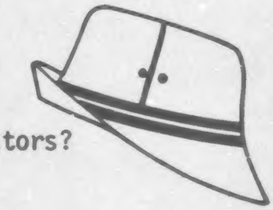
STUDENTS



Is there a time in your students' school day for free reading?

Do your students think reading is filling out workbooks?

PARENTS



Should parents try to teach their child to read before he/she enters school?

Do your parents understand their role as reading motivators?

STUDENTS:

Do your students think reading is filling out a workbook?

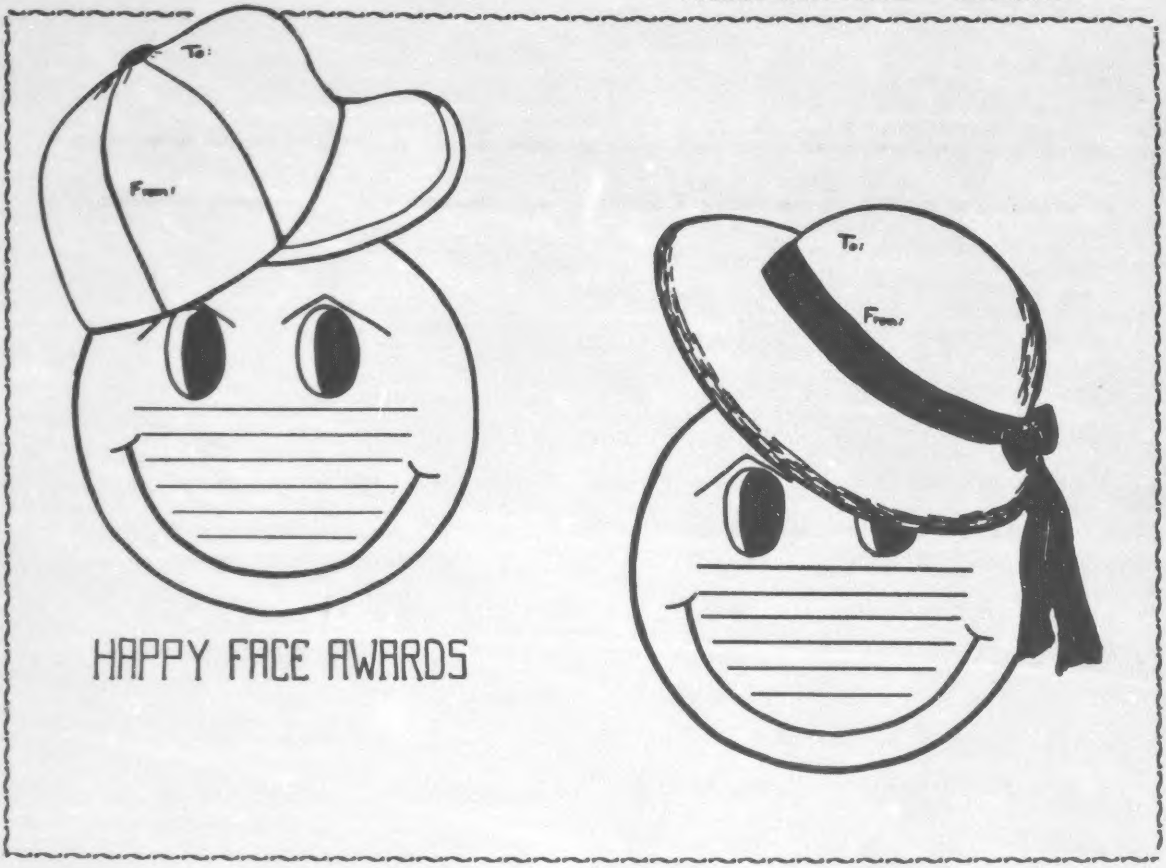
Is there a time in your students' school day for free reading?

You, as a principal, are responsible for the overall attitude toward reading fostered in your school. Your students cannot feel that reading is just working in a workbook, or something you do in small groups, or something done only at school, or something only done with a reading book. The growth of reading in a group of students is directly related to the attitude of their building principal. The Rand study found that the attitude of the principal was a predictive factor in the attitude of the students. If the principal believes that his/her students are "winners", then they become winners. If not then they don't. If the principal believes his/her students can reach their potential in reading, then, they will.

The frequency of the principal in the classroom has a direct bearing on the reading growth of the students. Your students must see that you value reading. Students that see their principal visit in their classroom, and see their principal reading a book during free reading time, will sense the value placed on the reading process.

There are many ways for you to communicate with your students. The more the better. Try having lunch with your students and visit with them over the lunch table. See suggestions in the Activity Section of this book.

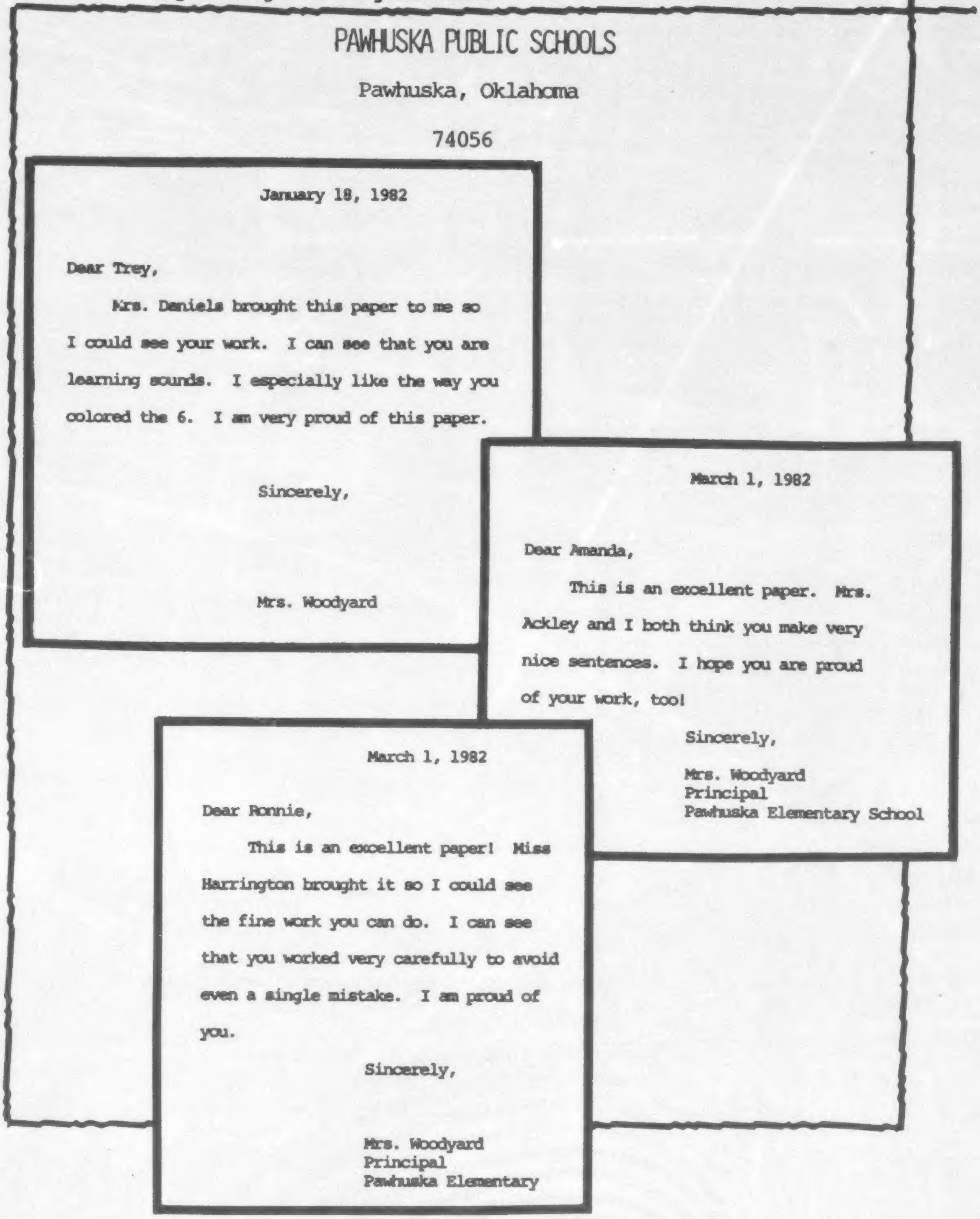
Written communications are great Public Relations! Students love to get a note from their principal. Send Happy Face Awards to students for doing good work, being good citizens, for finishing a book, etc.



These awards can be found in the appendix of this book, and are put there for your use. Duplicate the notes or awards on brightly colored paper and use frequently. Write a "thank-you" note to the students that were your guests at the Principals' Lunch Bunch, as a follow up of that activity. Notes can be written to a student on his/her birthday; or cutting a students' picture out of the newspaper and attaching a note from the principal, and sending both picture and note to that student. There are many, many ways to show that you care - try some!

Students

Communicate with parents and students by sending letters of commendation to boys and girls on good work.



PAWHUSKA PUBLIC SCHOOLS

Pawhuska, Oklahoma

74056

January 18, 1982

Dear Trey,

Mrs. Daniels brought this paper to me so I could see your work. I can see that you are learning sounds. I especially like the way you colored the 6. I am very proud of this paper.

Sincerely,

Mrs. Woodyard

March 1, 1982

Dear Amanda,

This is an excellent paper. Mrs. Ackley and I both think you make very nice sentences. I hope you are proud of your work, too!

Sincerely,

Mrs. Woodyard
Principal
Pawhuska Elementary School

March 1, 1982

Dear Ronnie,

This is an excellent paper! Miss Harrington brought it so I could see the fine work you can do. I can see that you worked very carefully to avoid even a single mistake. I am proud of you.

Sincerely,

Mrs. Woodyard
Principal
Pawhuska Elementary

March 1, 1982

Dear Jarrod,

I am so proud of this paper! Your work on it is excellent. You worked very carefully to avoid mistakes and followed the directions exactly. I hope you are pleased, too.

Sincerely,

Mrs. Woodyard
Principal
Pawhuska Elementary School

March 4, 1982

Dear Melvin,

Mrs. Soderstrom brought your paper to me so that I could see the fine work you did. You worked carefully and neatly. I can see you have a good understanding of multiplication by two digits. I am proud of your work.

Sincerely,

Mrs. Woodyard
Principal
Pawhuska Elementary School

WORKING WITH STAFF:

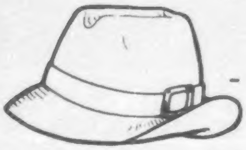
Is your staff enthused about teaching reading?

Are your new teachers fully informed about your school and your reading program?

What happens, or doesn't happen in a school, depends on the people who work there. These people take their cue from the principal. His/her attitude reflects in the staff and in the students. His/Her priorities almost invariably become their priorities.

What can you do to enhance the working relationship with your staff as well as among staff members?

Here are some successful recommendations:

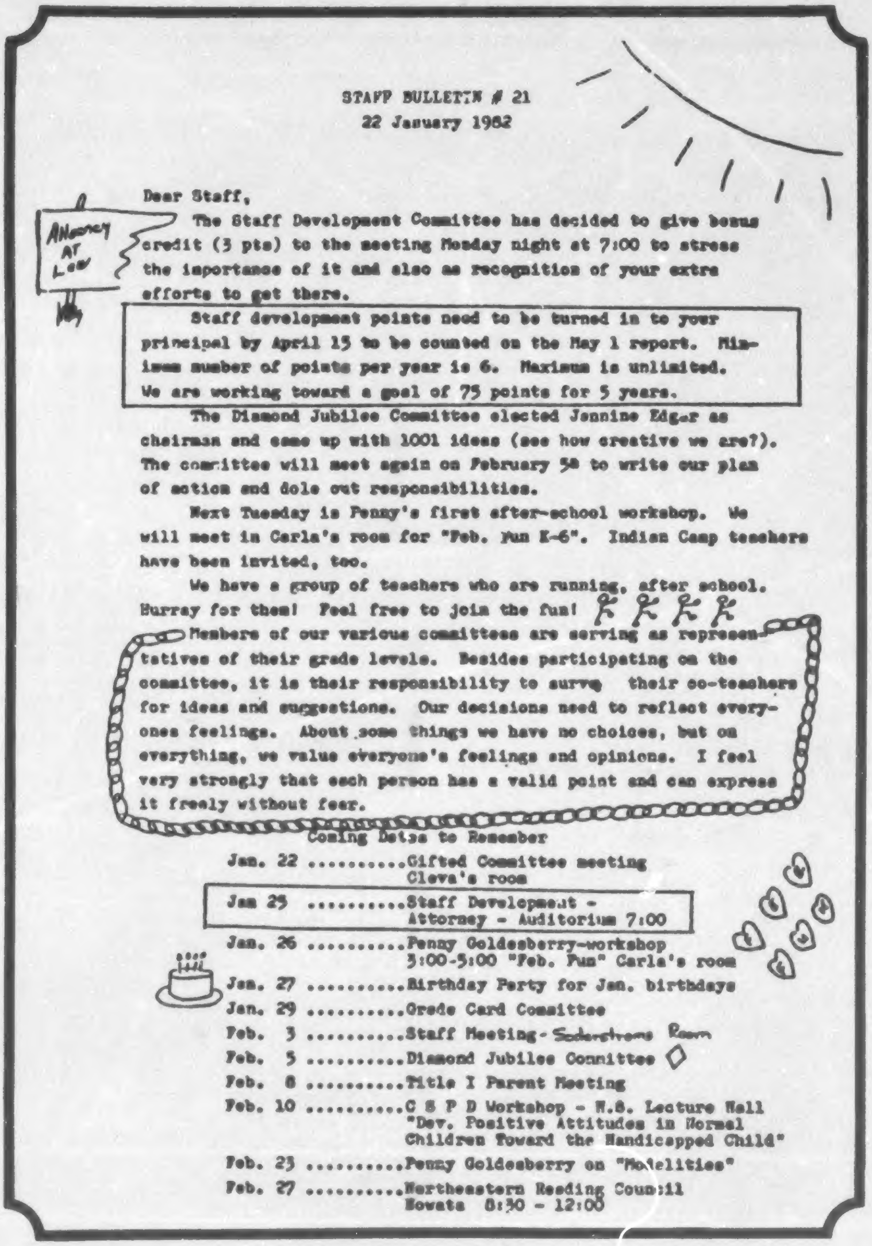


- Acquaint new teachers with school philosophy and the school's goals and objectives in reading to insure continuity, and to let teachers know where you are now and where you are going.
- Be clear in stating what you want, what you expect, how you will help achieve the school's objectives.
- Create the opportunity and the atmosphere for an exchange of ideas among staff members.
- Find some time during your day to talk individually with your teachers.
- Find out how all staff members - not just the vocal groups,- feel about important issues.
- Inform people ahead of time about proposed changes. Don't depend on the "grapevine" to get the word around.
- Follow up in a reasonable amount of time on teacher suggestions and complaints.

The results of these suggestions can be a program that is "ours" rather than one that is "the principal's".

STAFF BULLETINS

Sharing information with your faculty and staff is one of the most important functions of communication for a principal. Informal news bulletins, such as the ones that follow are good to use.


Attorney
At
Law

STAFF BULLETIN # 21
22 January 1982

Dear Staff,

The Staff Development Committee has decided to give bonus credit (3 pts) to the meeting Monday night at 7:00 to stress the importance of it and also as recognition of your extra efforts to get there.

Staff development points need to be turned in to your principal by April 15 to be counted on the May 1 report. Minimum number of points per year is 6. Maximum is unlimited. We are working toward a goal of 75 points for 5 years.

The Diamond Jubilee Committee elected Jennine Edgar as chairman and came up with 1001 ideas (see how creative we are?). The committee will meet again on February 5th to write our plan of action and dole out responsibilities.

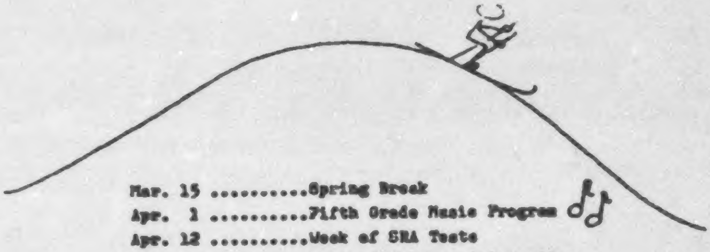
Next Tuesday is Penny's first after-school workshop. We will meet in Carla's room for "Feb. Fun K-6". Indian Camp teachers have been invited, too.

We have a group of teachers who are running, after school. Hurray for them! Feel free to join the fun!

Members of our various committees are serving as representatives of their grade levels. Besides participating on the committee, it is their responsibility to survey their co-teachers for ideas and suggestions. Our decisions need to reflect everyones feelings. About some things we have no choices, but on everything, we value everyone's feelings and opinions. I feel very strongly that each person has a valid point and can express it freely without fear.

Coming Dates to Remember

Jan. 22 ....Gifted Committee meeting
Cleva's room
Jan 25 ....Staff Development -
Attorney - Auditorium 7:00
Jan. 26 ....Penny Goldesberry-workshop
3:00-5:00 "Feb. Fun" Carla's room
Jan. 27 ....Birthday Party for Jan. birthdays
Jan. 29 ....Grade Card Committee
Feb. 3 ....Staff Meeting - Soderstroms Room
Feb. 5 ....Diamond Jubilee Committee
Feb. 8 ....Title I Parent Meeting
Feb. 10 ....C S P D Workshop - N.S. Lecture Hall
"Dev. Positive Attitudes in Normal
Children Toward the Handicapped Child"
Feb. 23 ....Penny Goldesberry on "Modalities"
Feb. 27 ....Northeastern Reading Council
Nowata 8:30 - 12:00



Mar. 15 ....Spring Break
Apr. 1 ....Fifth Grade Music Program
Apr. 12 ....Week of SRA Tests
Apr. 22 ....Diamond Jubilee Celebration

Enjoy the Super Bowl! I'm for San Francisco!

N.V.

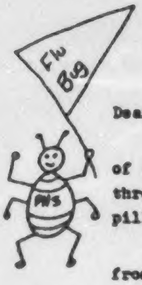
The easiest way to figure cost of living is to take your income and add ten percent.

Let the Sun Shine . . .

Feb. 10 ....C S P D Workshop - H.S. Lecture Hall
"Dev. Positive Attitudes in Normal
Children Toward the Handicapped Child"
Feb. 23 ....Penny Goldesberry on "Modrlities"
Feb. 27 ....Northeastern Reading Council
Nowata 8:30 - 12:00

To all staff - Pick up your Free Passes to the Wrestling Reigionals in the office! Use North gate.

STAFF BULLETIN # 25
19 February 1982

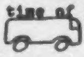


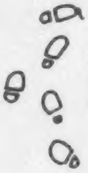
Dear Staff,

Our biggest problem right now seems to be the "1982 version of the Pawhuska Flu Bug." It seems to be running rampant through staff and students alike. Keep taking those vitamin pills! We need you all! Ablebodied!

Dr. Feldman will be back with us Tuesday, February 23rd, from 8:00 to 1:00. This is a follow up visit on those students he observed last time. The same teachers as last time will be involved.

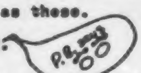
We have an interesting dilemma. Arrive: three file cabinets which are to fulfill three written orders. Problem is, the written orders are no longer with us. I need the three people who requested (in writing) file cabinets to see me. (No, Jennine, this is not yours!) We will probably not be ordering any more this year.

We all need to discuss bus behavior and bus safety with our classes. Bus problems seem to be one of the biggest headaches. Students seem to forget the rules by this time of year so now is a good time to review the rules. Please! 



The "muddy day" ajustments to the playground schedule have seemed to help a lot. Mr. Bohannan complimented me on how much better the rooms are. From now on, we'll try to announce "mud day rules" on days such as these.

Have a nice weekend.



CPR
Feb 22
7:00-10:00
Feb 25

Coming Dates to Remember

Feb. 23	Penny Goldesberry - "Modolities" Soderstrom's rm.
Feb. 24	February Birthday Party Happy birthday to you
Feb. 27	Northeast Reading Council K - 3 8:00 to 12:00 - Nowata. Sign up sheet in Lounge
Mar. 3	Faculty meeting - Morris' rm.
Mar. 4	Workshop – Dr. Feldman } on behavior
Mar. 11	Workshop – Dr. Feldman } on behavior
Mar. 15	Spring Break
Apr. 1	Fifth Grade Music Program
Apr. 5	SRA Testing Week - Just thinking ahead!
Apr. 22	Diamond Jubilee Day ◇
May 26	Last day of school

Feb. 22 Rainbow Parent meeting 7:30

N.V.

Speaking is silver — Listening is gold.

Saying courtesy of [illegible]

GREAT NEWS NOTE

Great News Notes can be used by the principal to let a teacher know that you really appreciate the teacher, or something the teacher did. Fill the note out, and place it in her/his mailbox. Surprise them by taking a duty for a teacher now and then.

WESTWOOD ELEMENTARY SCHOOL
Stillwater, Oklahoma
Barbara Bayless, Principal

- - - - - - - - - - - - - - - - - - - -

If you would like to trade this "Great News" note in for a playground duty or an extra fifteen-minute coffee break, detach and put this in my mail box. (In most cases, please give me a day's lead time.)

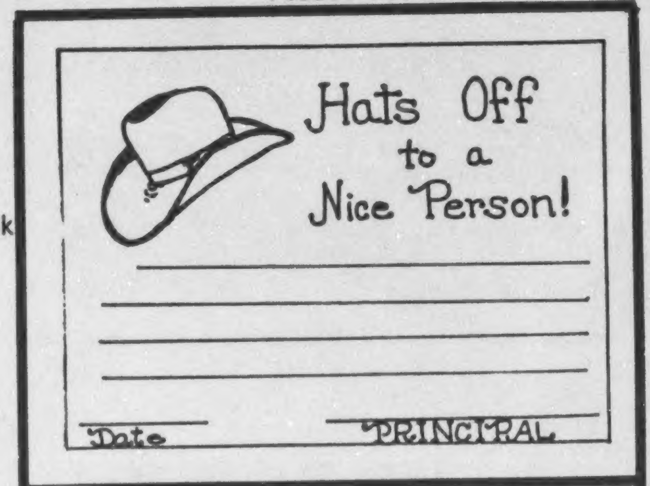
Please take my class/duty on ____________ (day), ____________ (date)

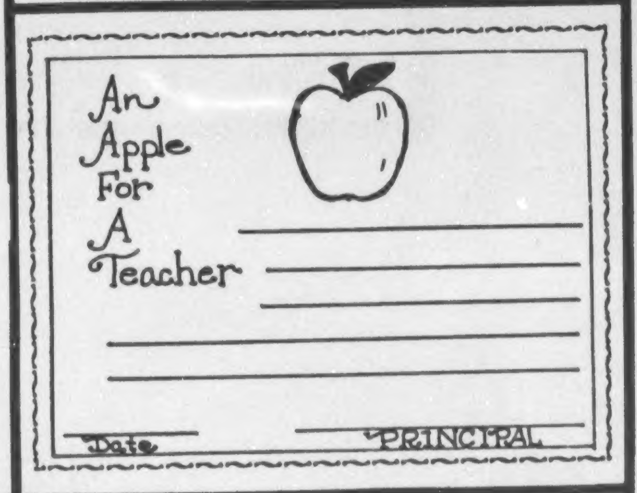
at ____________ (time).

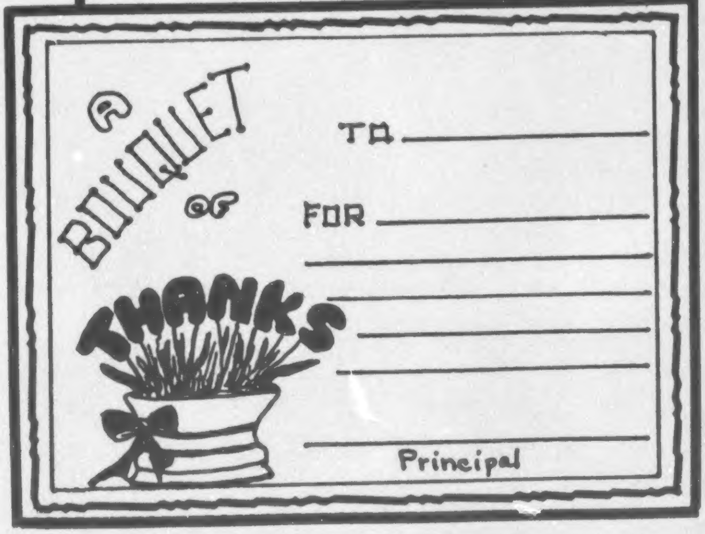
____________________ (signed)

NOTES

Cards and notes can be used for an expression of appreciation or to say "thank you". Sending meaningful notes to your teachers will let them know that you care about them. Send cards to provide recognition, appreciation for effort, support, hard work, and special cooperation to your faculty and staff. This simple means of communication, expressed in writing, will help with public relations with your staff. (See Appendix)


Hats Off
to a
Nice Person!
Date
PRINCIPAL


An
Apple
For
A
Teacher
Date
PRINCIPAL


A
BOUQUET
OF
THANKS
TO
FOR
Principal

INTERPERSONAL RELATIONSHIPS:

1. Be sure and communicate often with your staff and associates on those matters which affect them directly or indirectly.
2. Be sincere in human relations and make everyone feel important.
3. Give sincere praise when praise is due.
4. Be sensitive to others' needs and motivations and know what satisfies those needs.

5. Make job assignments challenging, but assign jobs that are not beyond the abilities of the individual as you see them.
6. Try to instill independence in your staff, but at the same time be sure they know you are ready to give help when it is needed!
7. Be aware of your own emotions and motivations and be sure your actions are objective.
8. Don't be afraid to delegate authority and responsiblility in task assignments.
9. When you have constructive criticism of an individual, don't do it in the presence of others!!
10. Remember, "Good Morning", "Thank You" and "Please" are not just amenities, but a recognition of the worth of others.

PARENTS

Many formal contacts with parents have been occurring for years; but the effect is different from school to school. The school principal is certainly an important variable in the process. The principal sets the tone. Even when the teachers are doing much of the communicating, the influence of the principal is evident through:

(a) report cards

(b) P.T.A.

(c) open houses

(d) newsletters

(e) local newspapers

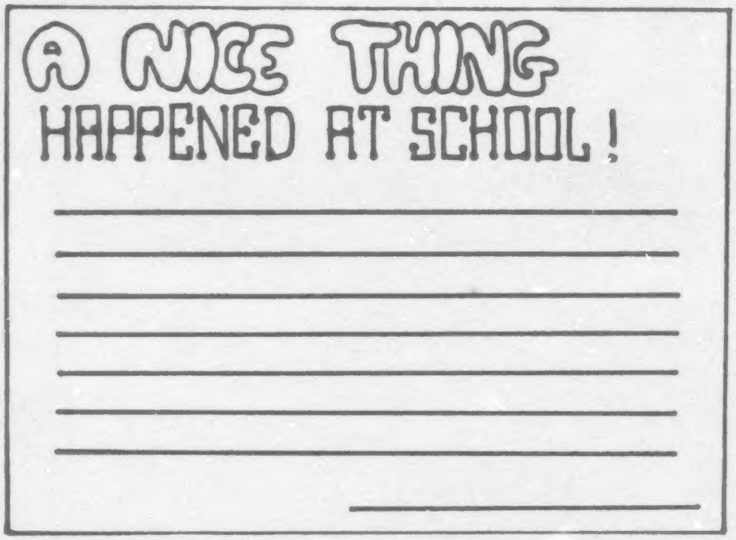
(f) parent-teacher conferences

(g) parent workshops or seminars.

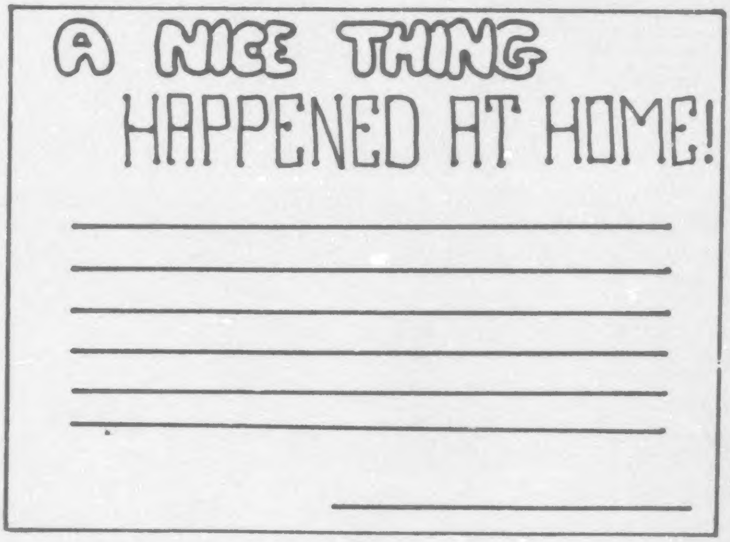
Parents play a vital role in the success of a school's reading instruction program. Principals must make certain that parents are involved. Through formal and informal contacts, you can provide many opportunities for strengthening the home-school relationship. The end product of such involvement will be students who not only can read, but who do read!

NOTES

Communication is the Key! Here is an idea for both teacher and parent to use to reinforce students for their efforts. "A Nice Thing Happened At School" card from the teacher, can be sent home with a student any time a positive effort is made by that student. This lets the parent know that their child is working and trying to be a good student.

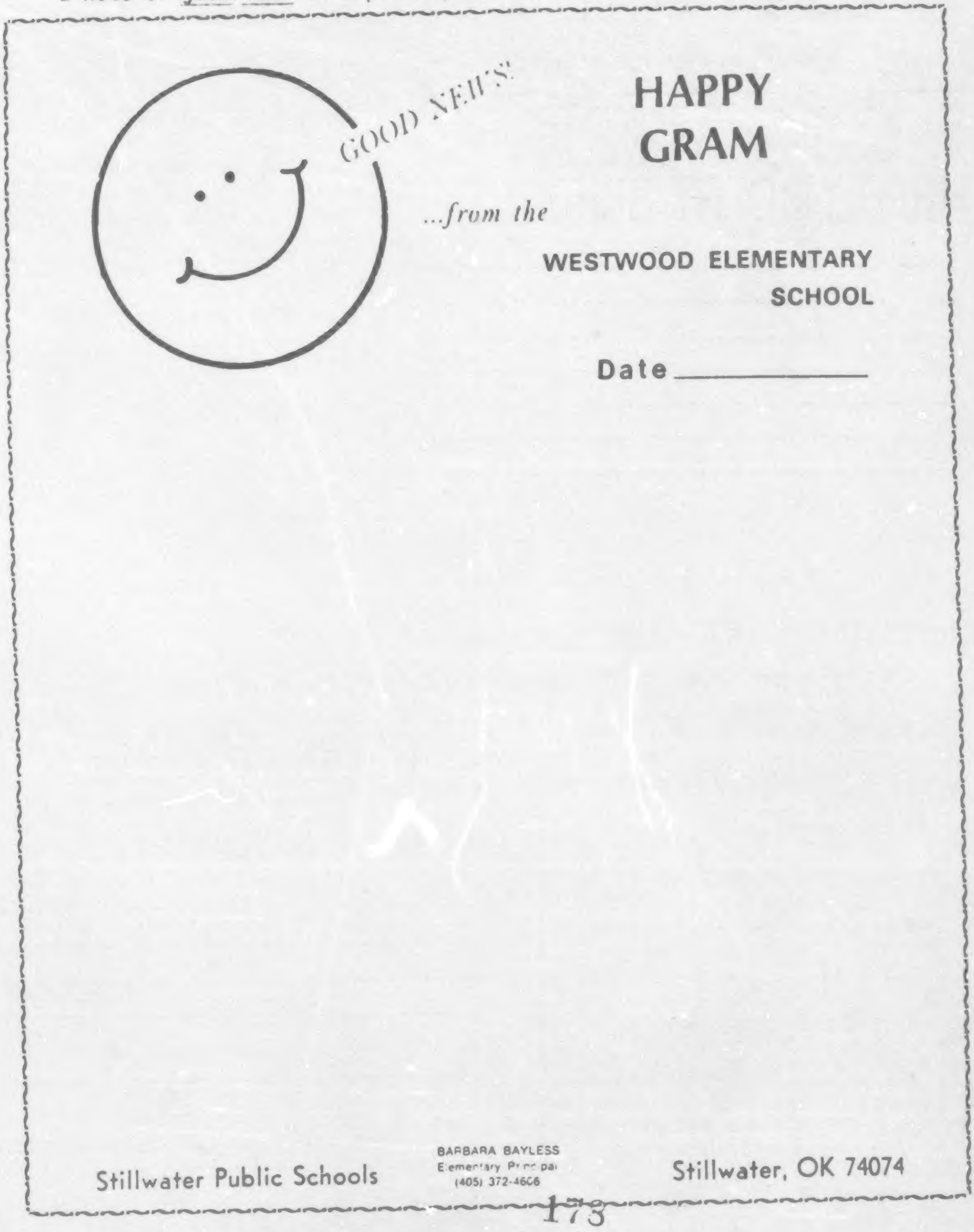

A NICE THING HAPPENED AT SCHOOL!

At the beginning of the school year, the teacher can send home with each child a supply of "A Nice Thing Happened At Home" cards. Enclose a note encouraging parents to share with the child's teacher, some positive effort the student accomplished at home. This could include homework, doing house chores, good conduct an earned honor, etc. The teacher could place these cards on a specially designed bulletin board, or write a note to the student, etc.


A NICE THING HAPPENED AT HOME!

NOTES

A Happy Gram can be used by the principal or the teacher to write a note of good news to a parent, a teacher or a student.



GOOD NEWS!

HAPPY GRAM

...from the

WESTWOOD ELEMENTARY SCHOOL

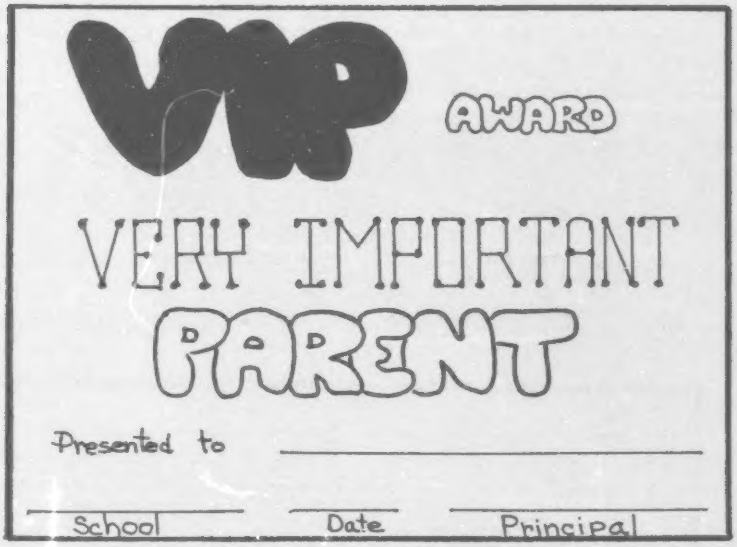
Date _____________

Stillwater Public Schools

BARBARA BAYLESS
Elementary Principal
(405) 372-4606

Stillwater, OK 74074

NOTES AND AWARDS



VIP AWARD

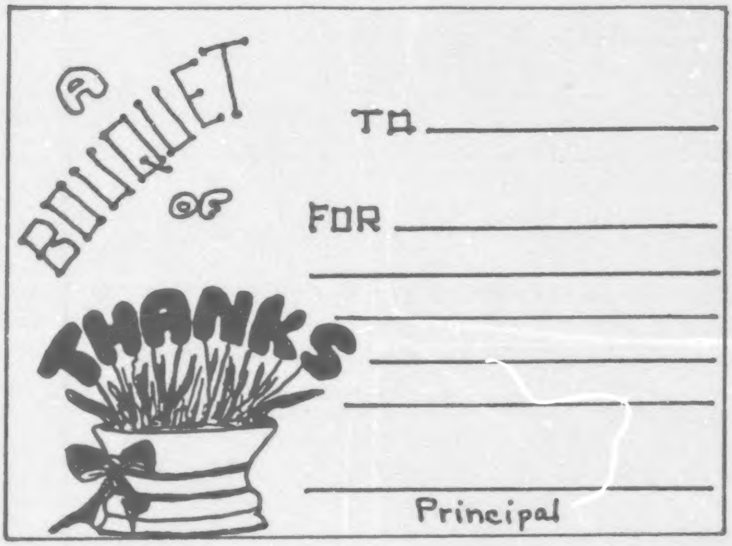
VERY IMPORTANT PARENT

Presented to ______________________

______________ ______________ ______________
School Date Principal

Let parents know that you appreciate them! This award can be given to those parents that have been very outstanding in some way. A special assembly at the end of the school year, or the last P.T.A. meeting, or sending the card through the mail are several ways the award can be presented.

A special thanks for special parents is another form of good communication. The Bouquet of Thanks card below can be used for many, many, purposes. Writing a note of "thanks" doesn't take very much time, but it means a lot to a parent, or a teacher, when you take a few moments of your busy day to use this form of communication.



A BOUQUET OF THANKS

TO ______________________

FOR ______________________

____
Principal

A copy of these cards can be found in the appendix for your use in your school.

NEWSLETTERS

Communication with parents is a very vital part of the role of the elementary principal. Keeping parents informed about activities at the school, grade cards, curriculum, and all the other functions of the school will help to let the community become aware of your school. Most parents are anxious to help their child and their child's school. Sending Newsletters such as these examples from Pawhuska's Elementary Principal, Nancy Woodyard, are important communication tools.

THE PRINCIPAL'S NEWSLETTER

Pawhuska Elementary School
October 28, 1981

Nancy Woodyard
Principal

The first nine weeks is completed. Grade cards are coming home this week. I hope each of you will discuss your child's grade card with him or her and use this time to check progress. Many things are considered in a grade; i.e., understanding of subject matter, completion of papers, legibility, ability to stay on task, and attitude. As always, we are available for questions. Let's work together.

As you check over the grade card, look at the attendance record. New material is presented in every classroom every day and your child will miss something important if he or she is not here. Ill children need to be at home, but attendance is critical to successful performance at school. Being on time is also necessary for good academic and citizenship achievement.

THE PRINCIPAL'S NEWSLETTER

Pawhuska Elementary School
February 4, 1982

Nancy Woodyard
Principal

January has rushed by and so has the first semester. So far no major snowstorms have hit Pawhuska. We have been lucky. If ever in doubt as to whether school is in session, tune into KVOO, KRMG, KRAV FM, or our local station KXVQ.

Pawhuska Elementary School has provided an outstanding Title I Reading Program for many years. We are extremely proud of the progress our boys and girls have made in reading and feel our program has been an important part of that progress. We want to share our Title I Reading Program with parents on Monday, February 8th, at 7:30 p.m. After a brief discussion of our program, demonstration lessons will be given by our reading aides. A tour of the reading facility will further familiarize parents with our facilities and materials. All parents are invited to come. Parents with children in our Title I Reading Program are especially encouraged to attend.

February 12th will be the day of our Valentine parties. The room mothers will be giving the parties from 2:10 to 3:00. We encourage students to bring valentines for all their classmates. We do not want any child to be left out. Also, the parking facilities are woefully lacking and we must keep the lanes open for the busses. Perhaps the room mothers could car-pool?

Do you know about our Rainbow Class? The Rainbow Class is the name given to our developmental readiness class, an additional educational step between kindergarten and first grade. The program is a full day program with emphasis on building readiness skills in reading and math. The small classroom format and curriculum is designed to provide extra time for students to build foundations for first grade. An "Open House" will be given on Monday, February 22nd, at 7:30 p.m., for parents of kindergarten students who feel this program might benefit their children. Notices will be coming home with your children. Watch for them. Anyone who is interested in our program is invited.

Another exciting event is coming. On April 22nd, Pawhuska Elementary will have a special day to celebrate Oklahoma's Diamond Jubilee. A committee of teachers is working on some great plans for that day. We want to make it a memorable one for our boys and girls. You will be hearing more about this special occasion.

NEWSLETTERS

Dear Parents:

Periodically your child will bring home a newsletter. This is one way to keep you up to date on what is going on in our school. Look for more in the future! We want to improve the communication between school and home.

Many students do not get home with notices and school papers. Too many good hours worth of work end up in wastebaskets and on the bus floor. Perhaps together we can make a cooperative effort to encourage children to bring home their papers.

We can ---

- staple papers together.
- encourage sharing papers with parents.
- ask about parent comments.
- periodically ask for parent signatures.
- encourage responsibility.

You can ---

- ask daily to see papers.
- go over papers with the child.
- reinforce the act of bringing papers home.
- never scold for poor work, rather, discuss why child did not do well.
- display child's work to encourage pride in work.

NEW FAMILIES

Write a welcome letter to each new family. This could be followed up with a visit by volunteers from P.T.A. A welcome extended to them will help make the new families feel a part of your school community.

Invite the new parents to visit school, and to feel free to call the principal or teacher about a school procedure, policy, or problem.

COMMUNICATION: PARENTS' HANDBOOK

Set the pattern each year for open communication between the home and the school. Prepare a Parents' Handbook at the beginning of school and send the book home on the first day of school, or mail a copy to each family the first of August with a welcome letter.

The following topics are suggestions. Add to or delete information that does not apply to your school:

I. Message from the Principal
  a. Welcome
  b. School hours
  c. Procedures
  d. Educational Philosophy
  e. Other Items

II. Opening time and closing time of school
  Bell schedule

III. Parent - Teacher Conferences
  a. Need
  b. Procedures to follow to set up conference
  c. Specify dates for all-school conferences

IV. School Holidays - This helps parents to make plans for holidays, baby-sitters, car pools

V. Report Card Information
  a. Date of end of grading periods
  b. Date report cards go home

VI. Other School Information
  a. Athletic tickets
  b. Lunch tickets - Prices, where to buy, etc.
  c. Hot lunch program - explain procedure
  d. Free lunches and reduced lunches - forms
  e. School insurance - explain program

VII. Absenses and tardy policies and procedures

VIII. List of teachers and staff
  a. Grade levels
  b. Phone numbers
  c. Floor plan of building with teachers' name and room number

YUKON PUBLIC SCHOOLS

Office of Superintendent

1025 S. 11th Street

Yukon, Oklahoma 73099

Dear Parents,

You can take an active role in providing "happy" learning experiences for your child. A "spoonful of sugar" is most important when a child is learning something new. YOU can become that spoonful of sugar in regards to your child's kindergarten experiences.

Set aside 15-20 minutes daily to "work" with your child. The following suggestions may be helpful in making this a fun, yet, meaningful time for both you and your child.

*Set a timer for 15-20 minutes. Please do not continue to work after the timer bell rings.

*Read to your child for 10-15 minutes. Put expression in your reading; make it fun!

*Listen to your child and talk to your child about daily "happenings".

*Praise your child for his efforts.

READING DOES BEGIN AT HOME.... We need your help and most of all, we need that special "spoonful of sugar" that parents can lovingly give their children to help them understand that learning can be fun.

Thanks for your continued support and cooperation!!!

Sincerely,

CLAIRITA PORTER

81-86

_____/CP/m

LETTER TO KINDERGARTEN PARENTS

PARENTS AND COMMUNITY

Children come to school with the educational attitudes and values, established in the home, that provide the motivation for learning. Success in school depends heavily on this motivation. Schools must have the support and participation of the home if students are to make optimum growth. Parents can help in many ways long before their child enters school but are often unaware of the ways they can help. Clearly, children learn best when home and school reinforce each other's efforts. When that doesn't happen, the real losers are the children.

Do your parents understand their role as reading motivators?

Should I try to teach my child to read before he enters school?

Almost any activity that will increase your child's working vocabulary will help him when he learns to read. You as a parent can do many things that are not difficult and don't take a great deal of time. For example:

1. Talk to your child as much as you can. Talk about things you see, do, places you go and thoughts your child might have concerning them.
2. Have as many books in the home as you can afford.
3. Watch educational TV shows with your child, then talk about the program.
4. Let your child see you write: shopping lists, jobs to do, names, bills or letters.
5. Be sure your child sees you reading. When you read something you enjoyed, share it with him.
6. Read to your child every day.
7. If there is a "storytime" available at your local library, use it.
8. Set up a special place in your child's room for his own personal book collection.
9. Give books as presents.
10. Let your child choose his own reading materials.

Communicate with parents via newsletters or notes with encouraging words and ideas for parents to "help at home."

The calendar, on the next page, can be duplicated and sent home to encourage parents to "become involved" with their child. Ask parents to jot down the minutes and the activity on the calendar as they engage in these activities. Parents need to display the calendar on the refrigerator or a prominent place in the house where the calendar can be used and seen.

PARENTS AS READING PARTNERS

This calendar can also be used with the Parents As Reading Partners suggestion on the next page.

CROWING ABOUT BOOKS is an excellent handout for you to share with your parents. It contains reasons for them to read to their child, and suggestions for reading sessions. This list is one example of how your school librarian can help the reading program. CROWING ABOUT BOOKS was developed by Jan Lieberman, a librarian at San Jose State University, who was interested in helping parents help their children.

Month ______________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

DID YOU HELP YOUR CHILD TODAY?

List activities that you did together, such as read a book, share an experience, visit the library, play a game, share listening time, hug your child, etc.

"Parents as Reading Partners"
P. A. R. P.

Parents, at home, can play a large part in helping their child achieve at school. One way would be reading together for just 15 minutes a day, five days a week. Developing a happy, healthy, reading habit becomes the award for the few minutes spent each week. The parents continued enthusiasm helps their child to realize that there is a world of words just waiting to be read. In this way, parents can help their child see that reading can be a fun venture.

◆ ◆ ◆

"Reading Game" rules

1. Forget homework - doing this together doesn't count. It has to be something fun-such as a library book that the child has chosen, a favorite bedtime story, "Dear Abby", etc.
2. Thirty minutes the next day doesn't count for a missed day.
3. Baby-sitter or Sibling can't take the place of a parent. (Although when parents are reading, they can include the whole family.)
4. Form to fill out that acknowledges 75 minutes a week were spent reading together, and that the child qualifies for a button, or a ribbon, or an award of some kind.

◆ ◆ ◆

In Scoharie, New York, the Scoharie Central School gives different colored buttons on different weeks. Four buttons in any given four-week period qualifies for a certificate. Children with a certain number of certificates at the end of the school year are awarded a prize. The school has a purple monster, Parp, as their mascot. His picture appears on buttons, posters, and occasionally makes a personal appearance. (Scholastic Magazine, Jan. 22 '82).

◆ ◆ ◆

Your reading committee could plan a program similar to this for your school. Let the excitement that emerges from ribbon day (Or button day or award day, etc.) on Friday help to motivate your students to seek out reading time at home and get their parents involved as reading partners.

CROWING ABOUT BOOKS!

10 REASONS TO READ TO YOUR CHILD

1. Holding your child close to you while you read aloud is an expression of love.
2. You become the storyteller who brings the magic of books to them.
3. You are showing your child that reading is important to you.
4. Through books you can pass on your traditions and moral values in a natural and non-didactic way.
5. Books offer you a common basis for discussing characters and their problems. You can laugh and cry together.
6. Children's books are so good that you, too, will enjoy them.
7. Illustrations in children's books are an art form that offer an introduction to art appreciation.
8. You are establishing a tradition that your children will look back on and want to carry on with their own children.
9. Your child's teachers will all thank you for making their job easier.
10. Your child will thank you years from now for the gift of books.

PLAN AHEAD FOR READING ALOUD SESSIONS

Choose a time when there will be no interruptions.
TAKE THE PHONE OFF THE HOOK!

The same time each day will establish the pattern and the habit.

Close the door.

Be comfortable.

Sit close.

Enjoy the time together.

Take turns choosing books to be read.

Read the book to yourself first before reading aloud.

Read with expression. PRACTICE!

Answer any questions your child may ask about the story.

Take books with you even when going on vacation.

Let nothing interfere with these private moments.

Dad, you read aloud, too. Alternate weeks with Mom.

BE SELECTIVE ABOUT THE BOOKS YOU CHOOSE.

Read books that you, the parent, truly enjoy. Your enthusiasm will make the sessions even more enjoyable.

HAVE A GRAND TIME!

PARENTS:
If you like these suggestions, make two copies and give them to your friends.
Let's make READING A LIFETIME HABIT.

REPRINTED WITH PERMISSION FROM
Jan Lieberman
Div. Library Science
San Jose State University
San Jose, CA 95192

25 WAYS PARENTS CAN HELP WITH READING

When children perceive printed letters as words, they begin to learn to read. At first, they read only a word or two, usually words they have memorized. But as they gain experience, children add new words to their reading vocabulary and by using the letters and sounds they already know, learn to figure out new words for themselves. Reading, however, is more than just saying words. Children also must attach meaning to words and sentences.

Some children learn to read easy words and sentences before before they go to school. They may learn on their own by watching television or by looking at books and magazines. Most children, however, learn to read after they start school. A few learn to read in kindergarten. Most boys and girls learn to read in the first grade, and few don't learn until later. Just as they learn to walk and talk at different ages, children learn to read at different ages. Because of this, children should not be "pressured" to learn to read before they are ready.

Reading is not a natural skill. It is something which must be learned, and learning to be a good reader takes time and practice. Children need time to gain the experiences which will give meaning to new words and new meaning to words they already know. It takes time to progress from reading simple rhymes and picture stories to more difficult material. It takes practice to develop and extend reading skills.

Parents can be especially helpful by encouraging their youngsters in reading. Learning to read can be more fun and more productive when parents share reading experiences with their children.

The ideas here are not listed in order of importance, but all of them are useful and easy to do. You may not want to use all these suggestions, but select the ones you prefer or the ones that your children enjoy most. As you use these ideas, you will think of other activities, too.

1. Remember that your child is an individual. Don't compare him with anyone else.

2. Read to your child. Take turns reading a page or portion in a book that he can read. Sometimes, read books to him

that are too difficult for him to read by himself. This helps him add new words to his vocabulary.

3. Praise your child for his accomplishments. Don't make him feel "different", either because he can read before going to school or does not read immediately after beginning first grade.

4. Be a good listener. Don't try to do something else when your child comes to you with a question.

5. Visit your child's school. Ask the teacher how you can help your child at home. If your child is not in school, ask a kindergarten teacher what you can do at home to help prepare your child for school.

6. If you have a tape recorder, let your child use it to practice reading. Children like to hear themselves on tape.

7. Help your child with words he doesn't know by pronouncing them for him. Ask if the new word reminds him of another word he knows. Ask him what other word could replace the new word and still make sense.

8. Have your child read to you, if only for 10 minutes a day.

9. See that your child eats properly, gets enough rest and receives proper medical attention.

10. Have a family reading time-before or after a meal, before bedtime, or maybe on Sunday afternoons. Have all the children in your family who can read take turns choosing stories to read to the family, or have a parent read to the group.

11. Read and say Mother Goose rhymes together. Your child can "read" these from the pictures when the words are still too difficult. The jingles are catchy and easy to remember. Read other poetry, too. Young children react to the rhyme, rhythm and sound of poetry.

12. Buy or make games that give practice in reading, such as Junior Scrabble, Anagrams and others.

13. Play a guessing game such as, "I am thinking of--" Describe a character, place or action, and see if the child can guess what you have in mind. This is a good game when riding in the car or waiting in line at the grocery store.

14. Have reading materials around the house-books, magazines, newspapers, advertising brochures, mail order catalogs, even seed catalogs. Obtain free material whenever and wherever you can.

15. Take your child to the public library. Get him a library card. Get one for yourself, if you don't already have one. Librarians can be very helpful in finding books for your child. You can help by telling them what books your child has read or liked, and the librarian can suggest other books that you can read to your son or daughter.

16. Take your child to the story hour at the library. Leave your child with the reading group and go to the reading room yourself. You may be amazed at the number of interesting magazines, for example, which are available there.

17. Ask your child to retell stories he has read or heard, with the important events in proper order. Don't interrupt him while he is talking. If he asks for help, tell him the next part of the story, but encourage him to try on his own. You may also take turns with him, with each of you telling a part of the story.

18. Read a book yourself while your child is reading his. Let him know you think reading is important. Children who see their parents and other adults reading will want to copy their behavior. Read items of interest aloud to the whole family. Handle books with care and respect.

19. Talk with your child about stories and books he has read together. Recall the parts each of you liked. Ask him whether he thought a character in a story should have done what he did. Ask what else a character might have done. Mention words or phrases you remember that sounded the way they should for the story, such as the "trip-tropping" over the bridge in the story, "Three Billy Goats Gruff." Ask what words in the story are fun to say, such as nonsense words or jingles in folk tales. Talk about the "pictures" he imagines when reading.

20. Provide a quiet place for reading in your home.

21. Help your children start a library of their own. If you have books you enjoyed as a child, pass these on to your children when they are old enough to read them. Give books to your children as gifts for special occasions or as special surprises.

22. Subscribe to a magazine for children. The library has copies you can look at before you make your choice. Ask the librarian which are most popular with children the same age as your child. Getting a personal copy in the mail regularly is an added incentive for children to read.

23. Encourage your child to write about things he reads and to write stories of his own. Help him keep a simple diary. Reading provides the incentive and the model for writing.

24. Monitor your child's movie and television viewing. Select programs that are appropriate for his age and for his interests.

25. Take your children on trips or walking tours near your home. Point out things to notice. Call things by their proper names: plants, animals, food, clothing, furniture, buildings, types of vehicles. Point out the different things people do. Places to go include parks, shopping centers, farms, industries that have "open-house," museums and exhibitions, a river or lake front, a forest, flower gardens, sports events, a zoo, an airport, a theater, concerts, historical monuments and construction sites.

Reprinted from Missouri Schools April 1981.

COMMUNITY

As a principal, you can come to the rescue! Help improve communications between your school and the community.

DISPLAY STUDENT WORK

Inform the people within your school community about school. Display students' work in local businesses and stores.

RURAL ROUTE NEWS

Send a monthly newsletter through the mail to all box holders in your school district. Information about the schools, schedule of meetings being held, samples of students' work, and other news items can be printed on the mailouts.

LOCAL PROCLAMATION

Seek the cooperation of your local city government. Request that the mayor proclaim a designated week of the year, as "_______Elementary School Week." Run items of interest on local radio stations that week, and print "good news items" in your local paper.

P.R.

Use the two following articles as references. Let your community know that we have some good things going in our public schools.

The "Golden Era" of American Education?

THE SUCCESS OF OUR PUBLIC SCHOOLS

Frosty Troy

In Virginia Journal of Education

This is the golden era of American education. At no time in our history has the literacy rate been higher, academic skills greater, and educational opportunities pursued by more citizens. Fifty-three percent of the American population aged 3 to 34 are involved in some form of education-most of it public education. While out 80,000 public schools are engulfed in the social problems of the state, they are the wonder of the rest of the world's education establishments for the success they continue to show.

America has the highest literacy rate in the world-98.2 percent. This is a far cry from the 55 percent in 1945. Almost all of the increase has been a product of public education. Today, more than 88 percent of America's public school graduates performed adequately or higher on literacy skills tests. America sends more of her students to school than any other nation in the world, and more of them complete high school (85 percent of white students, 75 percent of black students) than in any other nation.

More American high school graduates go to college (53 percent) than in any other nation, and more American college students complete degree programs (50 percent) than students anywhere else. A higher percentage of handicapped children are taught in American public schools than in any other nation in the world-1.2 million enrolled in 1981.

With public schools carrying the biggest burden of intergration, the success has been the educational miracle of the century. Until school desegregation, fewer than half the entering black high school freshmen completed school; today, it's 75 percent. A national survey shows that 60 percent of all black occupational gains have been due to higher levels of education. Black college enrollments have increased 250 percent in the past 10 years.

More blacks are now in American colleges than in British and French colleges and universities combined - 1,062,000.

Our 2.3 million public school classroom teachers are required to have more education than those anywhere else. Teachers have led the fight against destruction of the public schools, from the impact of Proposition 13 in California to proposals to cut public school funding. Teachers are buffeted by countervailing forces, and more and more of them are dropping out-often the best and the brightest.

TEST SCORES

While declining test scores alarm critics, the International Education Achievement survey shows that much of the variation which is displayed in tests is attributable to home background-not classroom experience. The decline in SAT scores is not an American phenomenon but is worldwide and intimately linked to television viewing habits, which have had a profound impact on reading skills. Similar tests given to students in all major non-Communist countries show that American students still outperform their peers in all other industrial nations by a considerable margin. In America, only about 7 percent of high school students take the tests, and many of those are lower-socioeconomic-class students who previously entertained no thought of higher education. Thus, the 14-year decline almost exactly parallels the massive integration of American education, the rise of television viewing, and the disintegration of the nuclear family.

Today's attack on public schools is unfair and may very well shatter their foundation. They remain the most egalitarian schools in the world, optimizing the education of boys and girls regardless of race, creed, religion, or socioeconomic background. They don't always succeed, but they try, and a majority of Americans perceive that. A recent Gallup Poll showed only two areas with approval ratings over 70 percent-organized religion at 82 percent and public schools at 74 percent. Bewildered schools don't know how to deal with the children of violence and divorce, drugs and permissiveness, any more than do most parents - but they are trying, despite the critics.

GREATEST SUCCESS STORY

Are the public schools dinosaurs to be replaced by elitist academics supported by vouchers and tuition tax credits? If so, prepare to see wrenching changes that bode ill for the future of the republic. Public education is the greatest social success story of this nation. More Americans have made it because of public education than because of any other factor.

Much of that success has been because the schools are a living prayer, a mix of all that is great and all that is bad in our society, a coming together that sends sparks of light into the darkest corners of this nation, lending the light of hope to those who will find it in no other institution in America. Everything America is or ever hopes to be depends on what happens in the public school classrooms.

Reprinted by Permission of Author:

Frosty Troy is Editor and Publisher,
Oklahoma Observer, Oklahoma City
Condensed from Virginia Journal of Education, LXXV
(December 1981), 12-13

WHAT'S RIGHT
WITH EDUCATION

1. America's young people are starting school at a younger age. The number of 3 to 5 years-olds enrolled in pre-school programs is increasing. In 1967, about 32 percent of those children were enrolled in a preschool program. Ten years later, in 1977, the percentage of 3 to 5 year-old youngsters attending preschool was almost 50 percent. Studies have shown that students who participated in the federally funded Headstart program for low-income children have benefited. These studies have shown that Headstart students were less likely to be assigned to special education classes, less likely to be held back a grade, and less likely to be classified as "underachievers" than other low-income children; they also scored higher on math achievement test.

2. Not only are kids starting school earlier, but their attendance is better than ever before. In 1900, about 72 percent of all American youngsters ages 5 to 17 were enrolled in school. Of those enrolled, approximately 69 percent attended classes regularly. In 1976, roughly 89 percent of 5 to 17 year-olds were enrolled. And over 92 percent of the enrolled students were present in class daily.

3. One of the many benefits of the availability of quality education has been the drastic reduction in the number of Americans who are illiterate. The U.S. Bureau of the Census defines illiteracy as the inability to read and write a simple message in any language. In 1900, about 11 percent of all Americans 15 and over were illiterate. In six states, over one-third of the population could not read and write. In 1970, only 1.2 percent of Americans were unable to read and write and even fewer are illiterate today. Almost all Americans can read and write. That's an accomplishment.

4. Not only are more Americans able to read and write, but a recent study indicates that today's students may be reading better than those

of 30 years ago. A study jointly conducted by Indiana University and the Indiana Department of Public Instruction compared the reading achievements of Indiana's 6th and 10th graders in 1944-45 and those in 1976. The reading achievement of the students in 1976 was markedly higher than that of Indiana students of the corresponding age level in 1944-45.

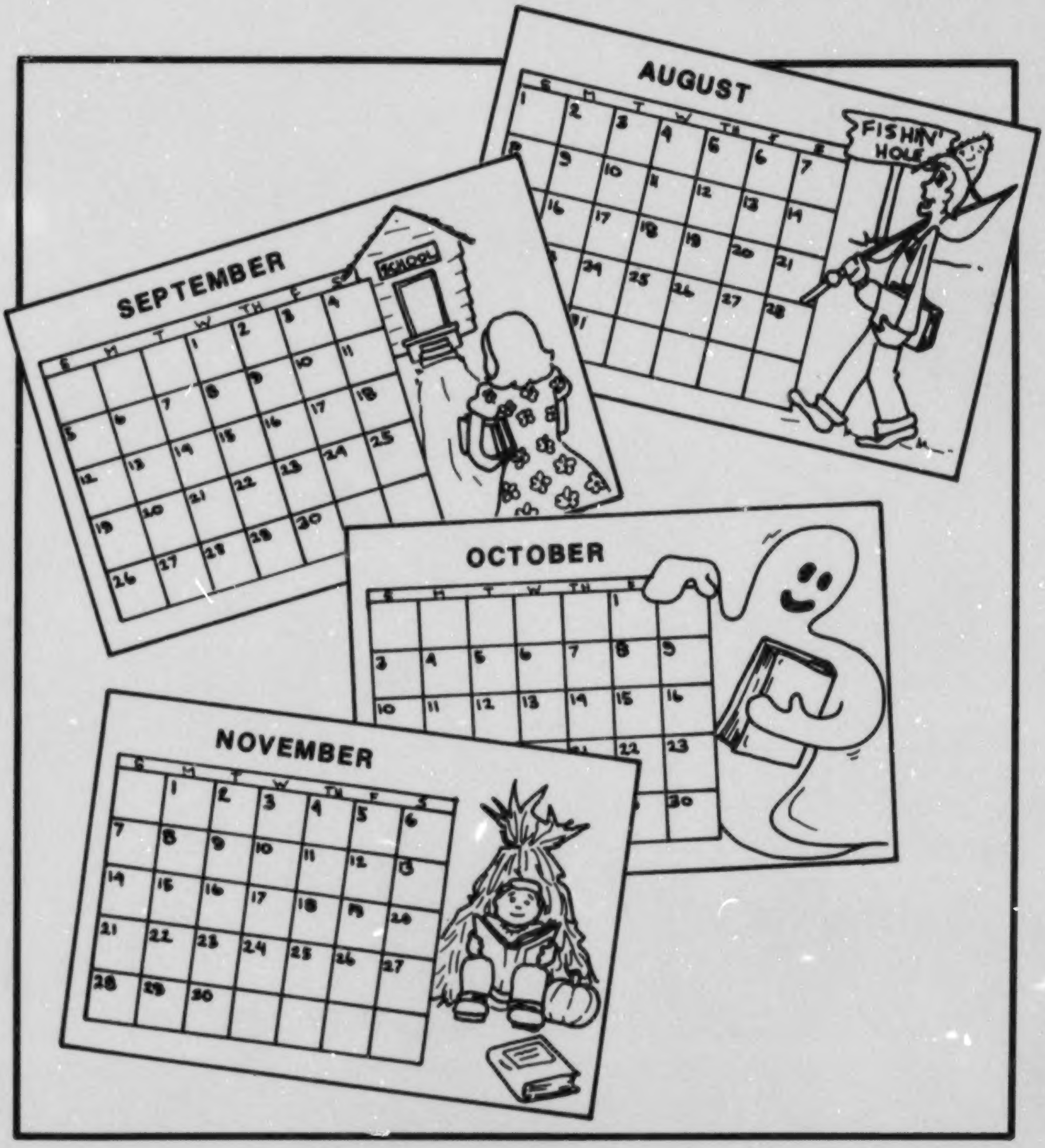
5. American education does make a difference. A recent study conducted by the University of Wisconsin determined that 60 percent of the occupational gains made by blacks in the past decade were due to higher levels of education. In the eleven years from 1965 to 1976, there was more than 250 percent increase in the enrollment of blacks in colleges and universities. Education plays a large role in determining the career success of individuals. In fact, there is evidence that a person's highest grade of school is the best single predictor of eventual occupational status.

6. Public education in America is not geared toward an elite minority. American public schools are charged with providing an appropriate education for all children from many diverse groups: all races, religions, ethnic backgrounds. Our schools educate millions but don't neglect individuals with special needs. The gifted and talented. The immigrants. The non-English-speaking. And, through the Education for All Handicapped Children Act passed by the U.S. Congress in 1975, education is required for the 3.8 million youngsters who need special instruction: the speech impaired, learning disabled, mentally retarded, emotionally disturbed, visually or hearing impaired, and many more.

7. American schools are meeting the challenge of preparing children for a complicated, competitive, demanding world. Many communities today are asking their schools to not only teach the basics, but provide recreational activities, integrate the schools, provide space for community meetings, and other community services. In addition, schools have been asked to provide lifelong education opportunities for parents, grandparents, preschool children, and senior citizens alike. Schools serve lunch and sometimes breakfast. And our schools offer education, health screening, hygiene and nutrition information, consumer and safety information, consumer and safety information, counseling services, driver education, and much more. American schools have not said "no"!

Reprinted from Instructor, January, 1982.

Calendar


AUGUST
FISHIN' HOLE
SEPTEMBER
SCHOOL
OCTOBER
NOVEMBER

AUGUST

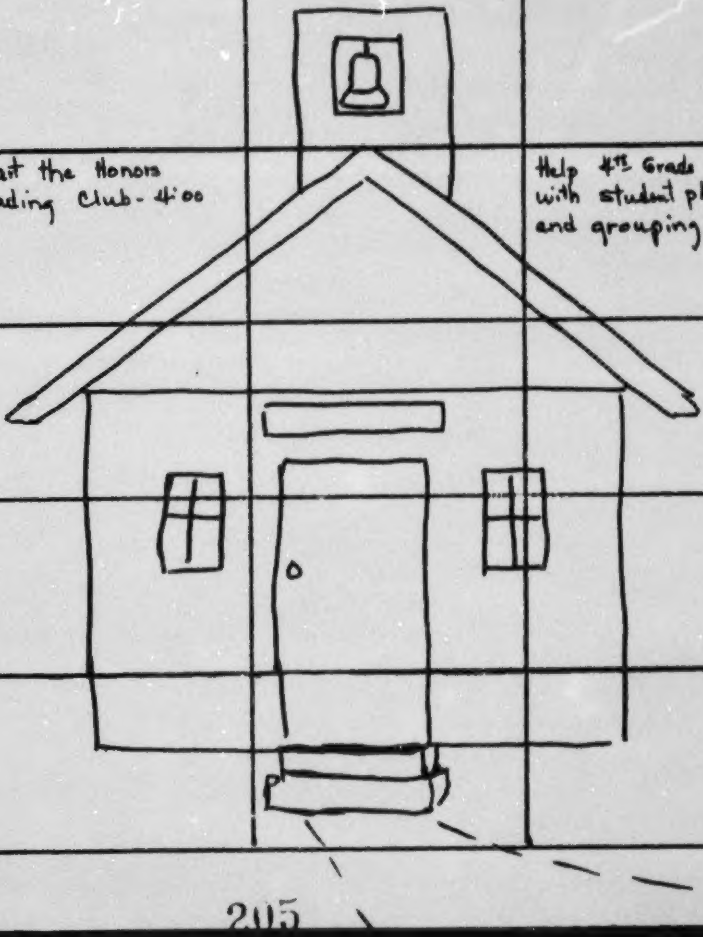
Add your own activities to the calendars. Use as a planning guide.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				9:00 Contact Newspaper
		appoint a Reading Committee		

AUGUST

1. Distribute books to teacher, check order list.
2. Re-order supplies that are short.
3. Set up library schedule use and time with Librarian.
4. Inservice on Reading Philosophy - Reading Basal.
5. Write new article on the Reading Program for local newspaper.
6. Have Librarian set out new books and give teachers an overview of them. Also new audio visual materials.
7. Start a "Great Books" Club with 6th grade above-level readers and meet after school once a month to discuss the books and serve refreshments.
8. Selected in-services highlighting basal reader and the instruction of reading.
9.
10.

SEPTEMBER



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Start the Honors Reading Club - 4:00		Help 4th Grade Teacher with student placements and grouping.	
				Read to the Kindergarten class.

SEPTEMBER

1. Reading Activity

2. New books featured in library. Some way of drawing attention to the new books.

3. Check times scheduled in classrooms for reading.

4. Check to see that each teacher has a Reading Sampler.

5. Consider promoting D.E.A.R. Project.

6. Listen to your pupils read - Make it widely known that you welcome individual or group readings right in your office. This is especially important for those primary or disabled readers who need all the encouragement they can get.

7. Invite Kindergarteners into your office. Welcome them to the school. Read a story to them.

8. Set up Reading Committee and decide on a meeting time.

9. Have a parent orientation night and let them know how they can help at home. Set up a home reading time once or twice a week.

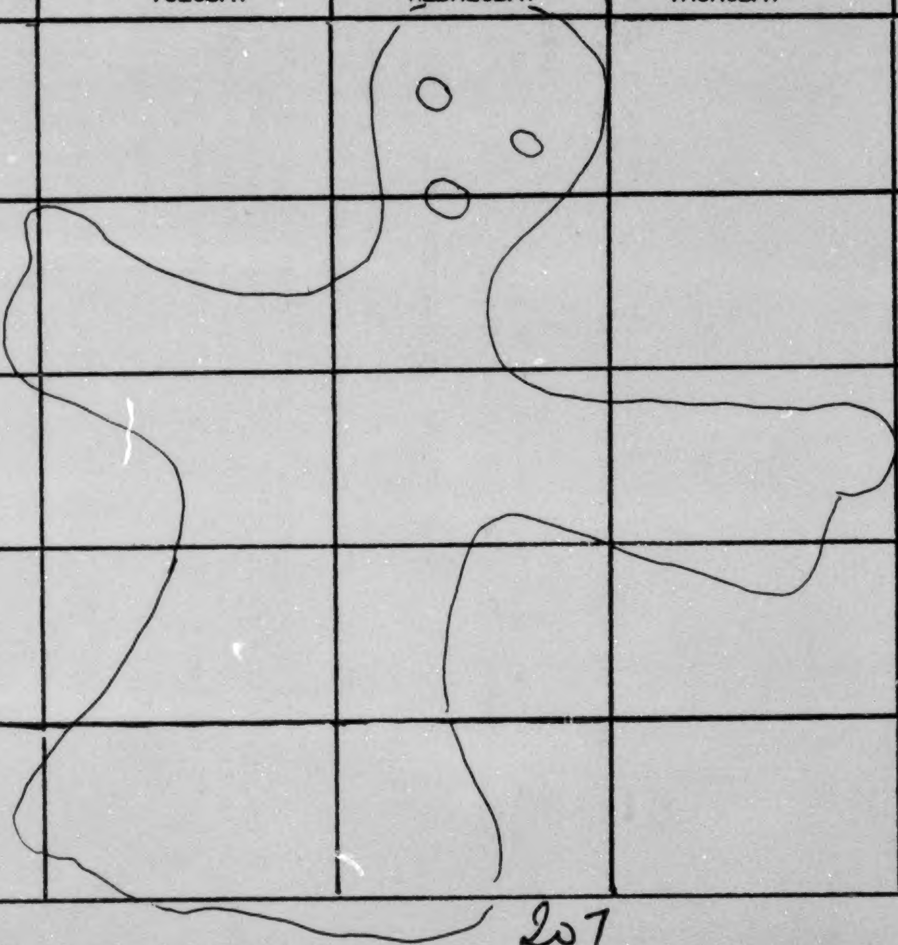
10. Invite 1st and 2nd graders into your office. Welcome them back to school. Read a story to them.

11.

12.

OCTOBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

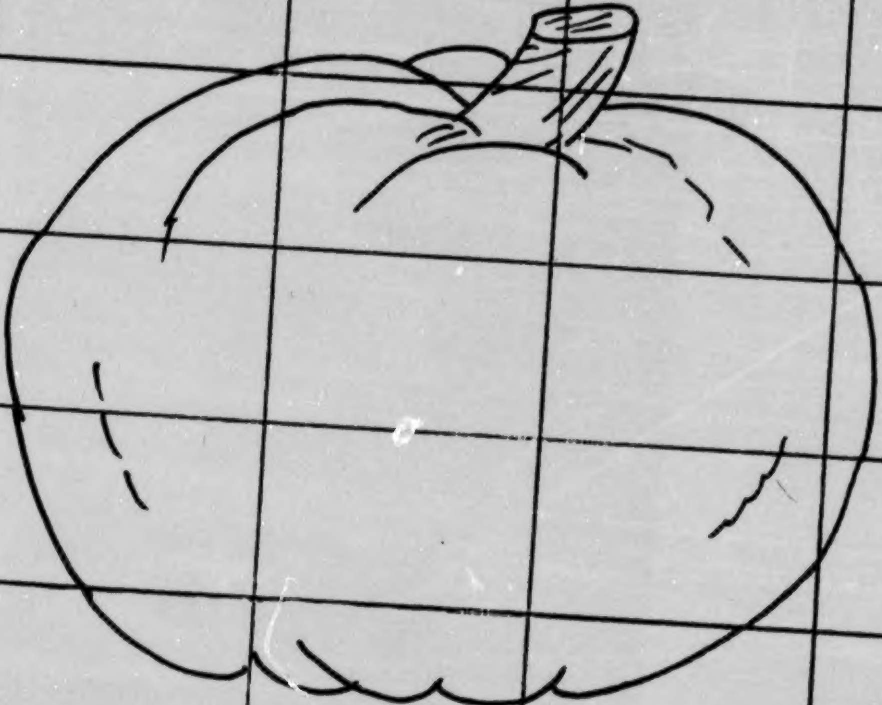


OCTOBER

1. Assist new teacher in reading procedures.
2. Check on use of Library by Teacher-Students.
3. Principal dress up in a Halloween costume, and go to all the classrooms and read a Halloween story.
4. DEAR School Wide
5. Plan "Open House" with faculty.
6. Hold night meeting for parents of sixth grade students. Discuss reading books, (and other textbooks) and grade cards, homework, etc. Answer questions.
7.
8.
9.
10.

NOVEMBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



NOVEMBER

1. Reading Activity
   Contest to see what grades read the most books - Percentages worked out so each grade has equal chance to win.
2. November 16 Oklahoma Day
3. Encourage teachers and students to dress up on November 16, Oklahoma Statehood Day. Could read stories about Oklahoma, or read about famous Oklahomans, etc.
4. Read an appropriate story to class.
5. DEAR School Wide
6. Reading Activity - Grade level contest - books read
   Bulletin Board contest
   American Education Week
   November 16 - Oklahoma Day
7.
8.
9.
10.

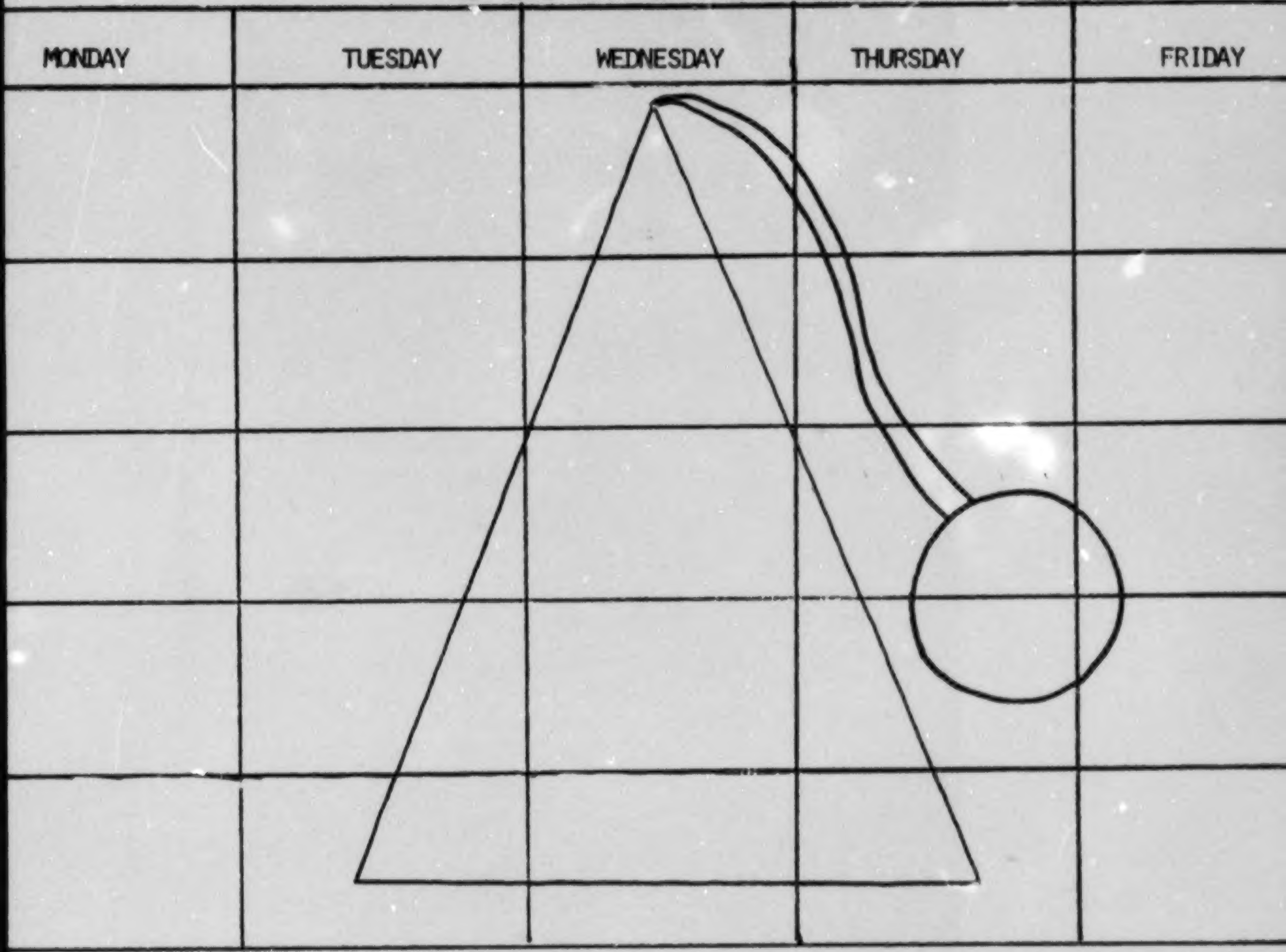
DECEMBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

DECEMBER

1. Principal read Christmas stories to classrooms School Wide
2. Read an appropriate story to the kindergarten class
3. DEAR School Wide
4. Invite a parent to dress up like Santa, or an elf, etc. and go to each classroom and read or tell a story.
5. Have selected personnel share tales(Christmas)from many cultures and lands which all compose a mosaic of Oklahoma's heritage. Readers could dress depicting the story being read. The story tellers could circulate to the individual room(S-S-Super Story Time)

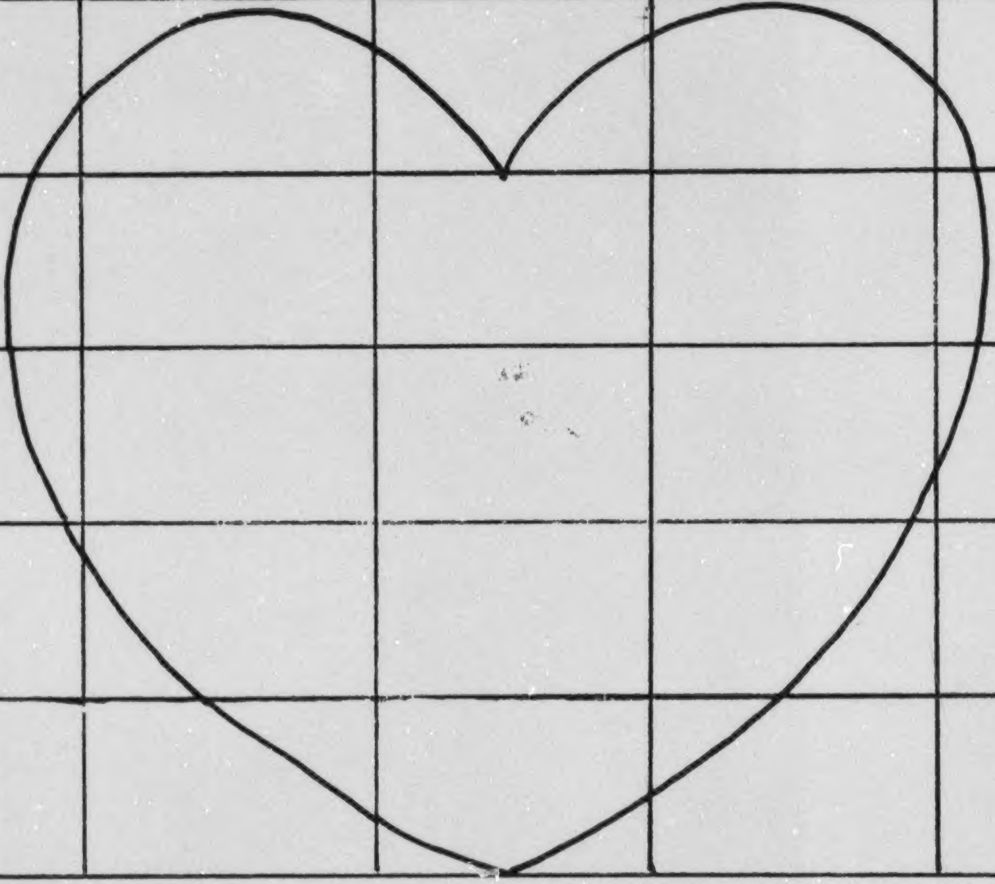
JANUARY


MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY

JANUARY

1. Check on use of library by teacher and students
2. Set up Reading Textbook Committee every five years. (Parent-Teacher; Special Education; Reading Specialist)
3. Reading Activity (School-Wide) Sequoyah
   Call your State Reading Consultant for Sequoyah slides to share with your faculty and students.
4. Reading Activity (School-Wide)
   Vote on Sequoyah
5. DEAR (School-Wide)
6. Make a New Year's Resolution to read a certain number of books. (The whole school can do this and display!)
7. Hold mini-assemblies when report cards are given out and give awards for good study habits, etc. and encourage those who are getting close to Book Awards. (Don't wait until end of year for awards, use them on a short term basis for motivation.)

FEBRUARY



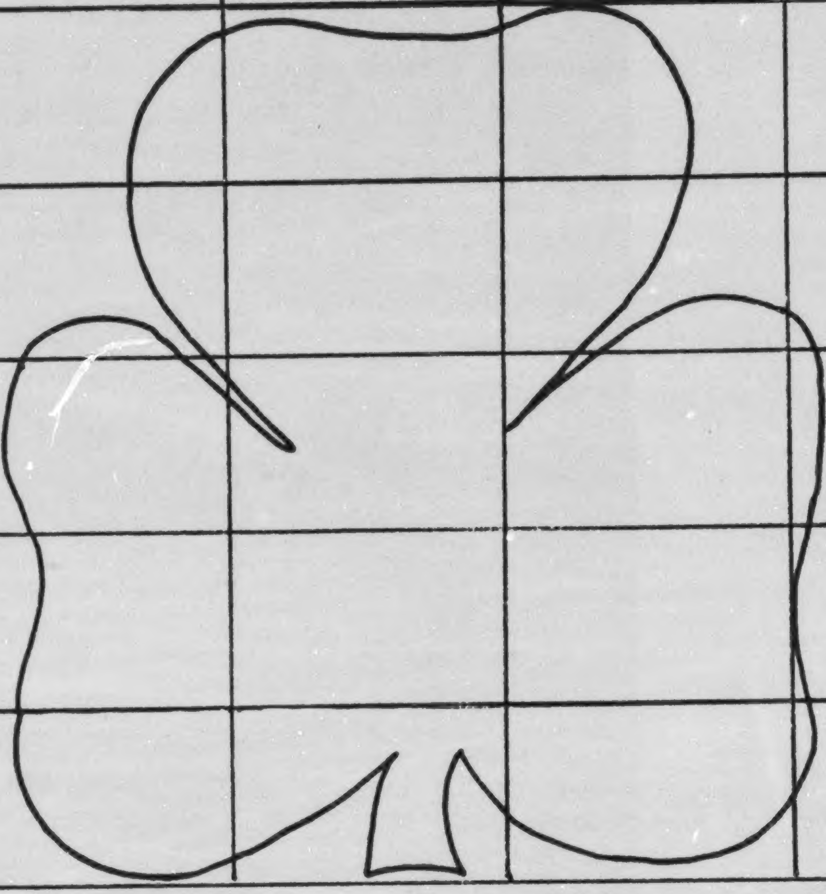
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

FEBRUARY

1. Teachers turn in selection of supplementary reading materials for next year by April.
2. Survey faculty to get an estimate of needs (Textbooks for next year). Submitted on a ___________deadline.
3. Evaluation of Teachers.
4. Read an appropriate story to classes.
5. DEAR School-Wide
6. Sponsor Contests. Conduct contests around holidays or special events in your school. For example, on Valentine's Day you might have pupils guess the number of candy hearts in the principal's candy jar. The prize for the winner is a paperback book! The winner's class gets to eat the candy hearts!
7. Motivational idea - To chase away the winter blues, stage a "snowball fight" in the hall outside the library. The activity would last a month and to participate, a student would read a book. One book equaled one report form/snowball, which students then pasted on the wall. Classes are divided into teams.

MARCH

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



MARCH

1. Reading Activity - School Wide
   Order Reading Certificates from Accreditation(see activities for address)

2. DEAR - School Wide

3. Discuss with Librarian about Oklahoma Authors display in library for April

4. Acquaint teachers with Will Rogers Intercom Quiz(see Activities)

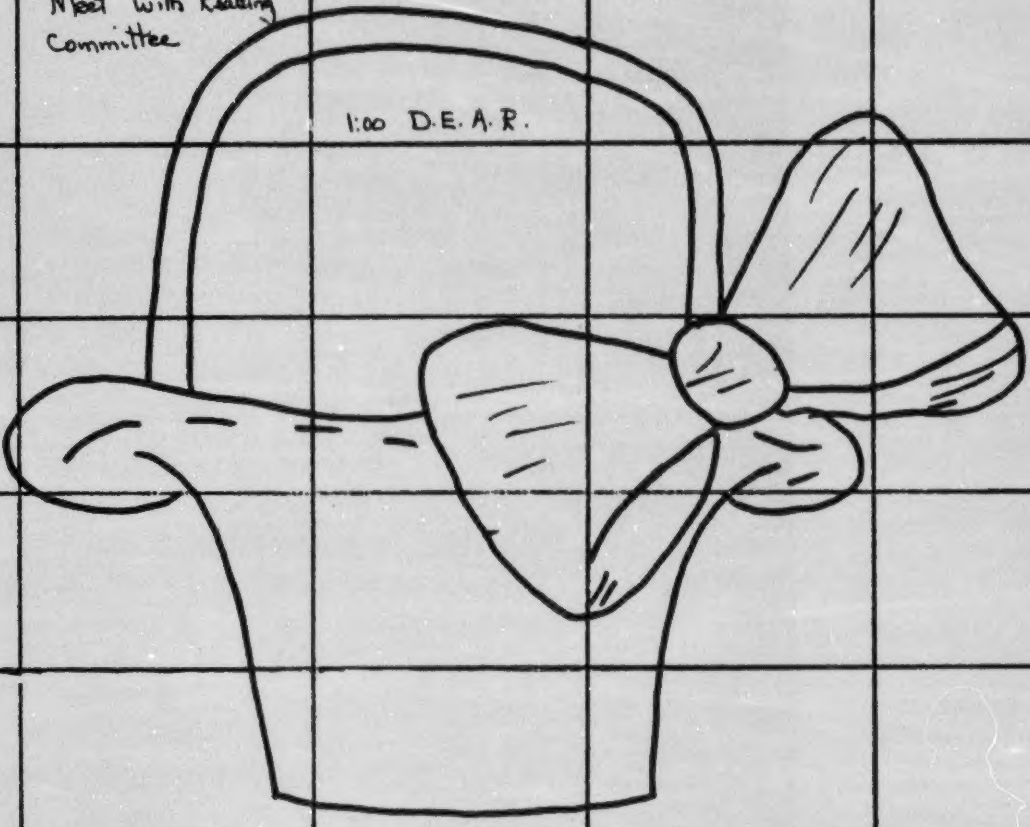
5. Make plans for next year's Kindergarten students to visit the school in May. Plan to read or tell a story to them.

6. Have students write why they think we celebrate St. Patrick's Day and have teachers send 2 or 3 from each class to you. Be sure to respond with a short note to each student. Use your school stationary or special notepads.

7. Attend Oklahoma Reading Council State Conference

8. Dr. Seuss' birthday celebration. March 2nd is the date, but could be done anytime in March. Recognize some of his stories share it with the nursing home possibly. Make hats and home-made instruments and have a birthday parade! Call 1-800-522-8116 and ask for a copy of the poem "The Dr. Seuss' Birthday Parade".

APRIL



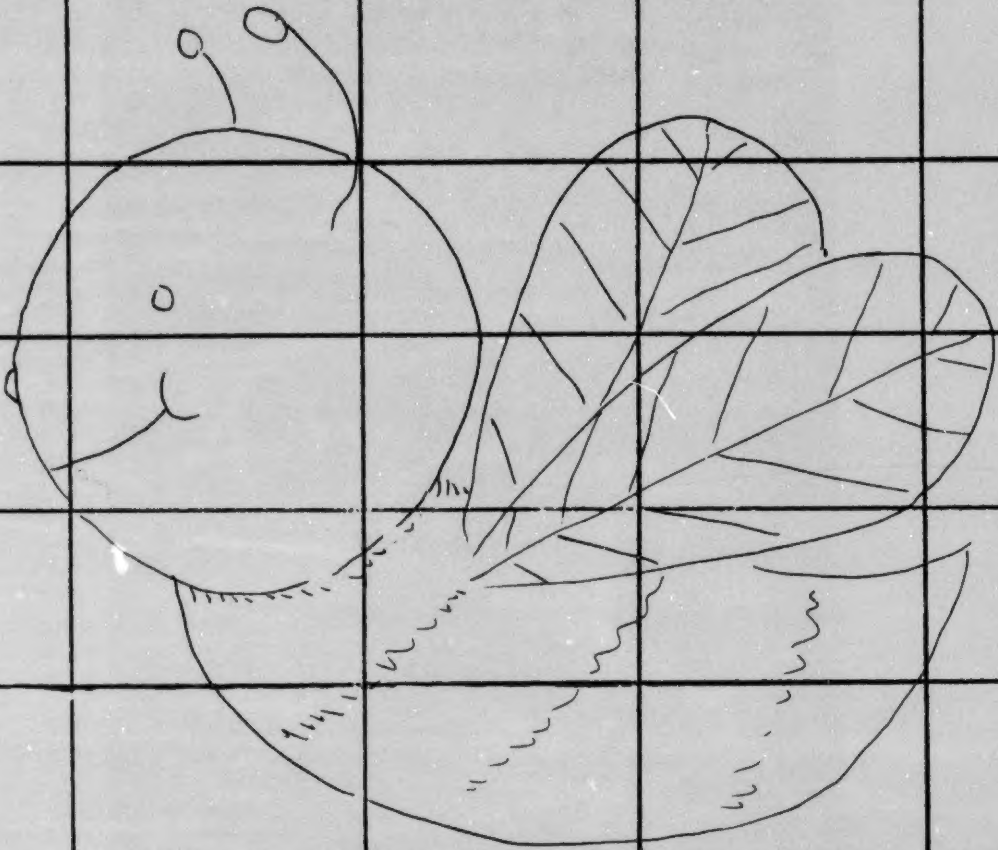
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Meet with Reading Committee	1:00 D.E.A.R.		

APRIL

1. Order supplementary material needed for reading classes.
2. Ask teachers for their want list of textbooks.
3. Set up Summer Reading Program.
   Advertize - paper - teachers volunteer first - the parents take over
4. Publicity for Summer school.
5. Give Achievement Tests.
6. Read an appropriate story to classes.
7. DEAR School Wide
8. Celebrate Oklahoma Day - Whole school dress up day.
9. Hold Will Rogers Intercom Quiz (See Activities)
10. Good month for a poetry contest. Give a special kite to the winner of each class or grade! Or, make kites as a form of a book report in conjunction with art department. Have a flying contest.
11. Distribute inventory sheets for textbooks.
12. Distribute individual check sheets for each child marking the readers they have completed during the year.

MAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



MAY

1. Teacher takes inventory of supplies for reading in their room.

2. Check use of library Teacher - Students.

3. Compare Achievement Test Scores to year past.

4. Scheduling Classes - Teacher improvements for next year?

5. Reading Activity

6. Awards for Reading accomplishments.
   25 Book Award
   Ribbons for 50 and 100 books

7. DEAR School Wide.

8. Check out new manuals to teachers so they can use them over the summer.

9. Summer Story Time - Set up by parents K-2 & 3-6. Volunteers gathered from community thru local newspaper.

10. School Olympics - Teams are formed of one student from each grade level. Teams move from station to station. Directions are read at each station, and team must follow directions. Some item will have been constructed at the end of the olympics by each team if directions have been read and followed correctly.

11. Certificates from State Dept. of Education presented at a special awards ceremony. (To stress importance of reading) This includes inviting parents.

12. Hold meeting for next year's Kindergarten students and parents. Discuss importance of attendance in school, etc. Share list of ideas parents can do with their child. Close meeting by reading a story.

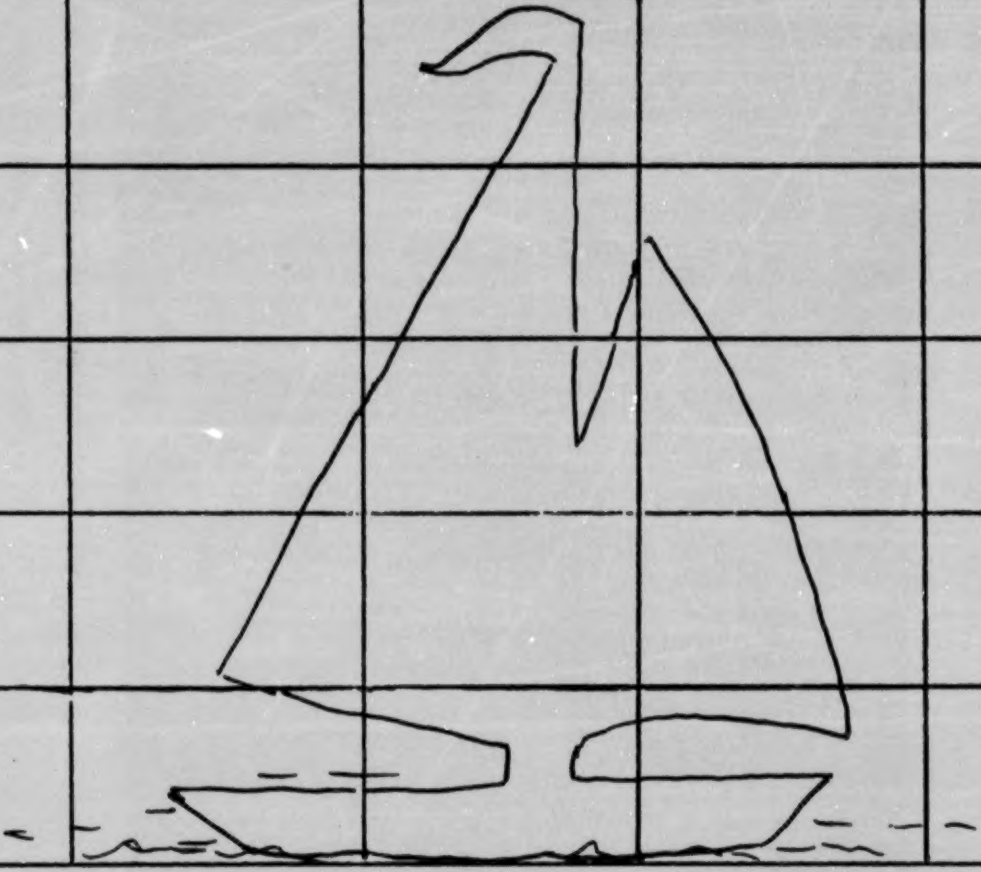
13. Pre-enrollment for next year's kindergarten students.

14. Promote the summer reading program provided through the public library.

15. Promote and enlist participation in summer school program which provides an extended opportunity for the instruction of reading during a rather informal setting.

JUNE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

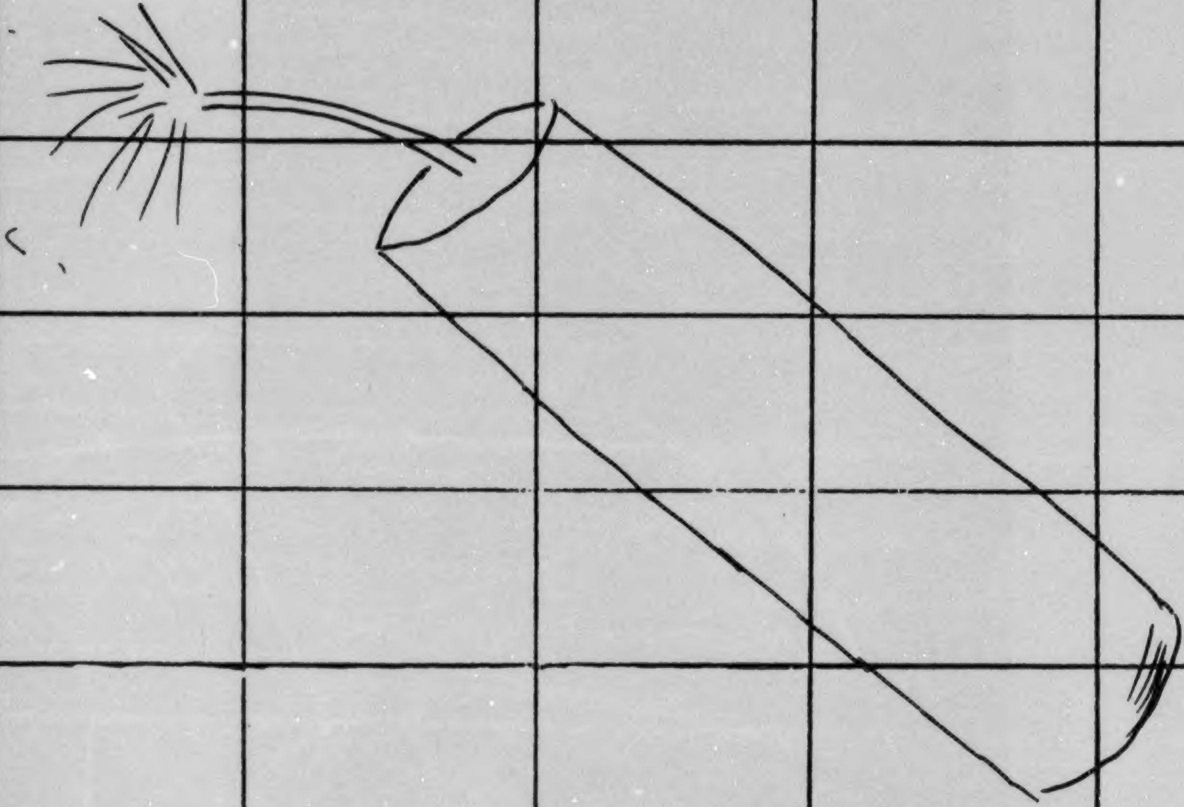


JUNE

1. Grouping or Evaluation of Students for Reading.
2. School library is open to the community during the summer.
3. Use summer to get caught up on your own professional reading.
4. Read something other than for professional reasons. Something for pleasure.
5. Interview prospective employees

JULY

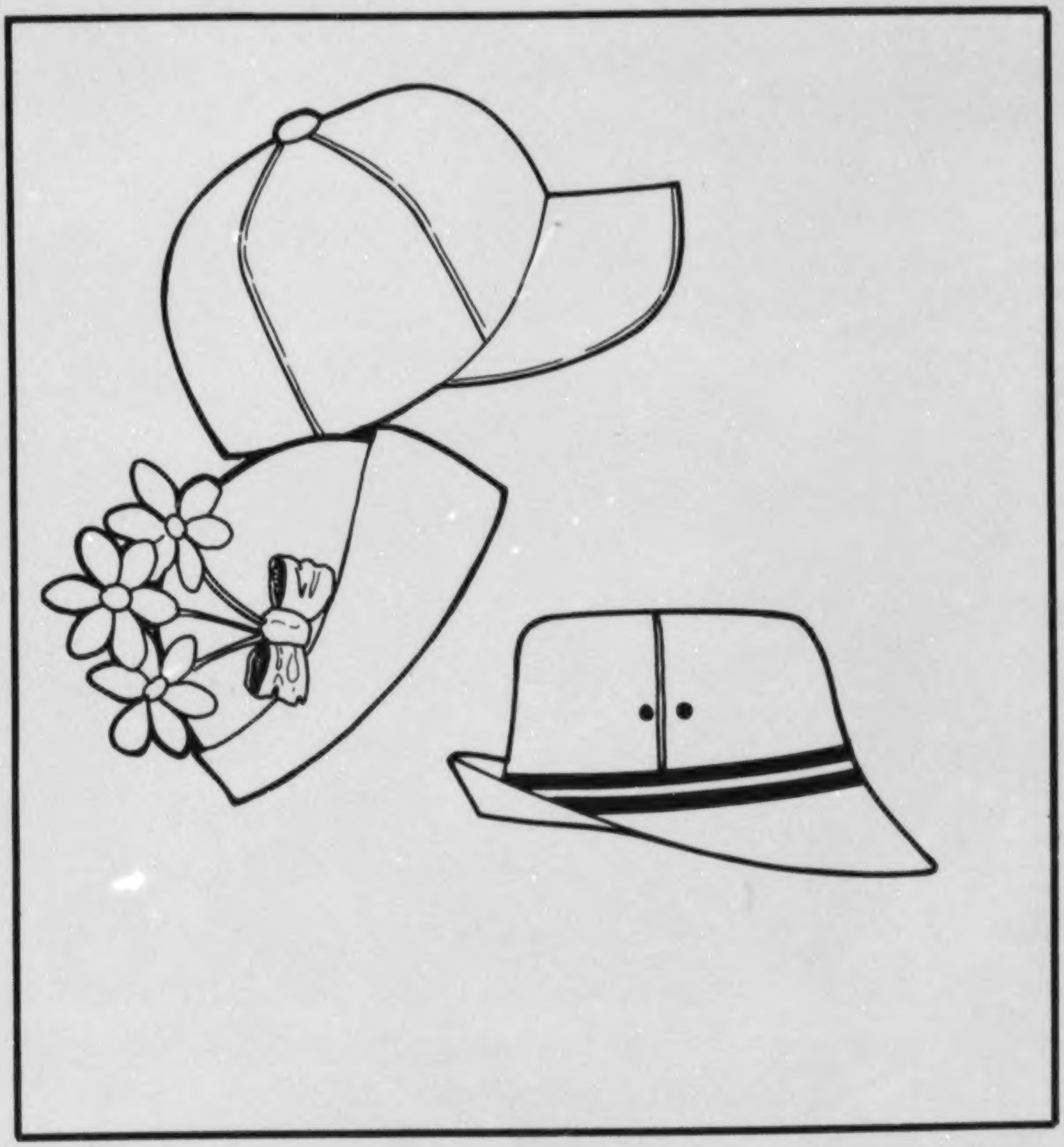
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



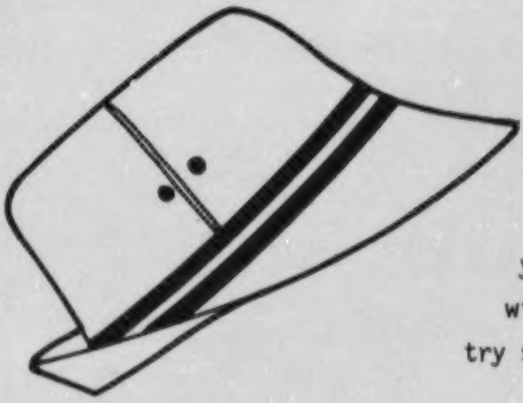
JULY

1. Order Reading Texts from state appropriated money. (Workbooks Supplementary)
2. Scheduling Classes
3. Arrange with Basal Reading book's representative to come for in-service with teachers.
4. Administratively review the reading program's philosophies and goals.

List Of Activities



READ ON,
ELEMENTARY
PRINCIPAL!!!

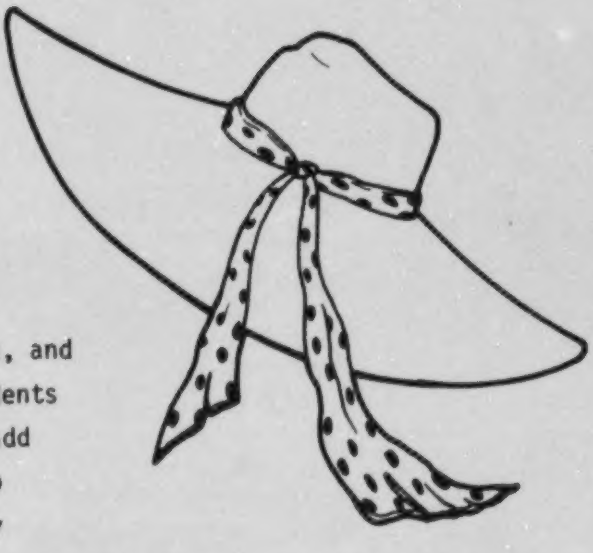


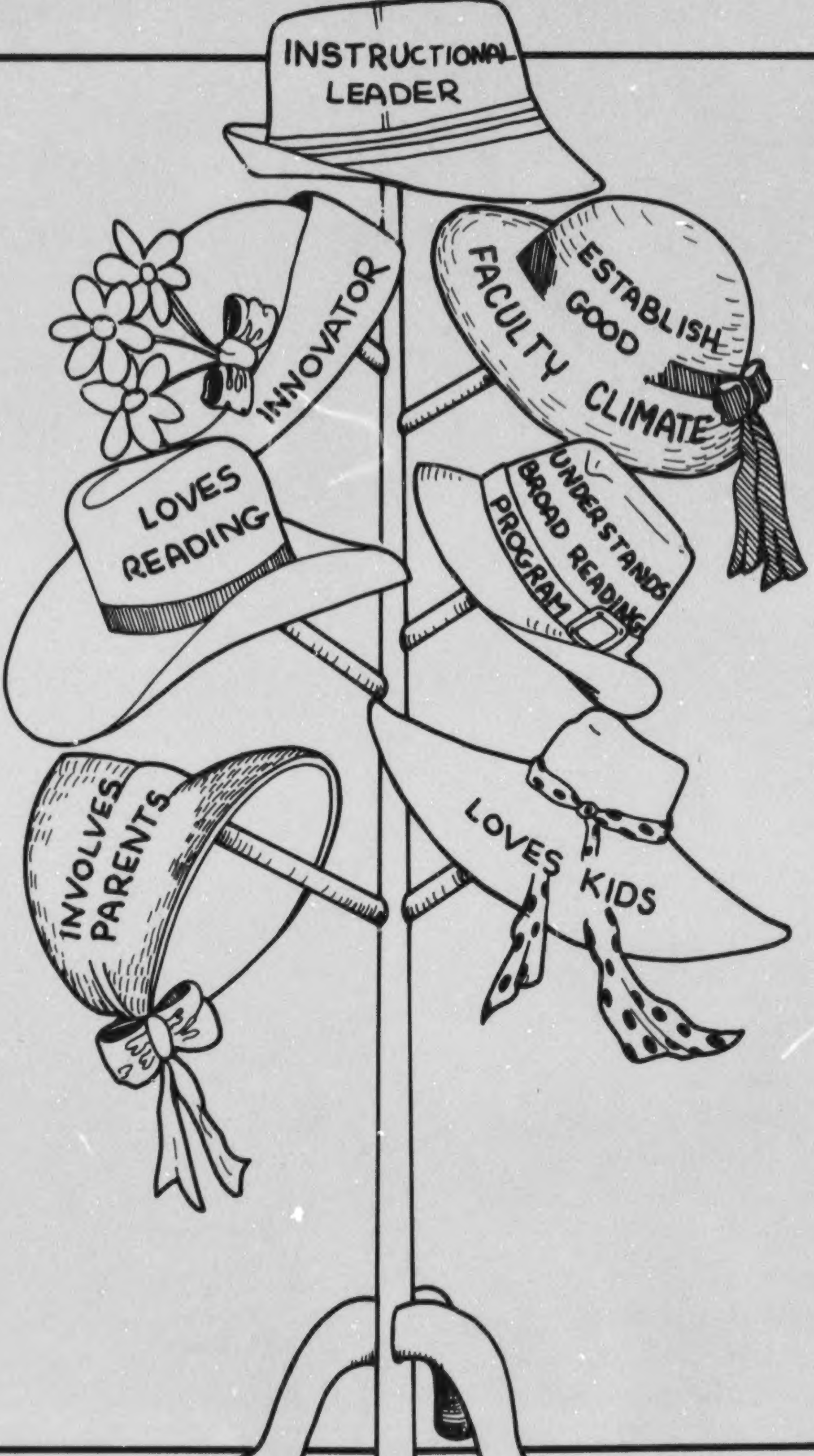
If you would like to share your enthusiasm for reading with the students in your school, try some of the following activities!

Here is a list of activities to choose from that involves teachers, parents, students and community.

You did these things as a teacher, why not do them now?

These activities are sure to demonstrate your support for reading, and in the eyes of your students and teachers, you will add a different dimension to the office of elementary principal!!!!!!




INSTRUCTIONAL LEADER
INNOVATOR
ESTABLISH GOOD FACULTY CLIMATE
LOVES READING
UNDERSTANDS BROAD READING PROGRAM
INVOLVES PARENTS
LOVES KIDS

ACTIVITIES

VISIT CLASSROOM-READ!

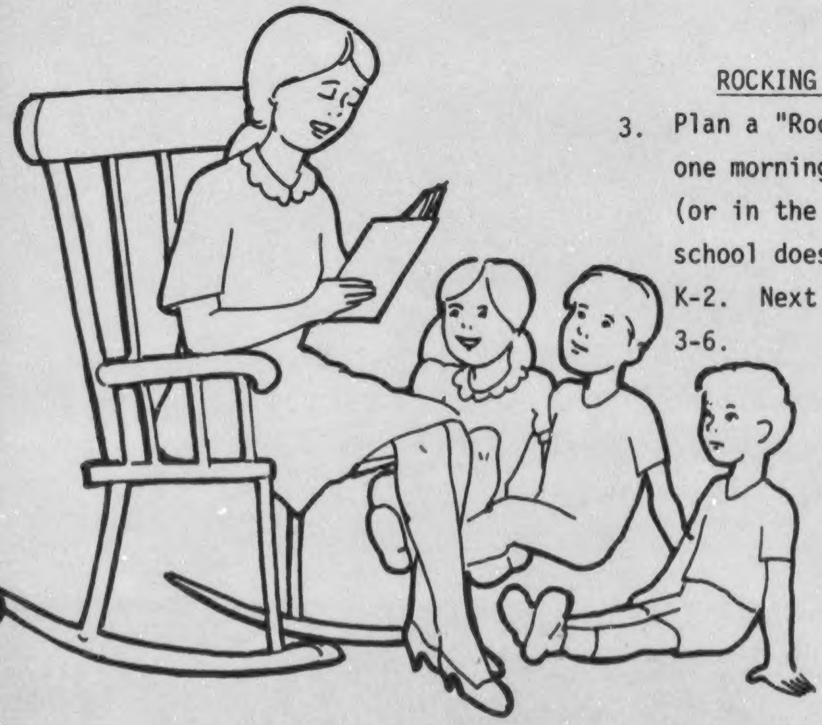
1. Read to your students - Plan to spend ten (10) minutes of your busy week by visiting a classroom and reading to those pupils (and entertaining the teacher!) You will be surprised how quickly the word gets around. Make sure you stop into all classes during the course of the year!

START A BOOK

2. Visit a classroom and read part of a book. Let a student take the book home and finish it.

ROCKING CHAIR READING TIME

3. Plan a "Rocking Chair Reading Time" one morning a week in the library (or in the hall or lunchroom, if school doesn't have a library) for K-2. Next week, same thing for 3-6.



ACTIVITIES

SPECIAL DAY

4. Use Friday as a Special day at your school. Take a group into the library and read or tell stories to them.

POEM IN YOUR POCKET

5. Keep a poem in your pocket to share with a classroom. Put a chart on your door with a poem for the week. Students can come by and read the weekly poem. (Apron on the door with weekly poem in the pocket,etc.)

INVITE GROUP TO OFFICE

6. When a reading group has completed a book, invite them to your office and listen to them read several pages or a chapter from the book.

ACTIVITIES

SPECIAL GUEST

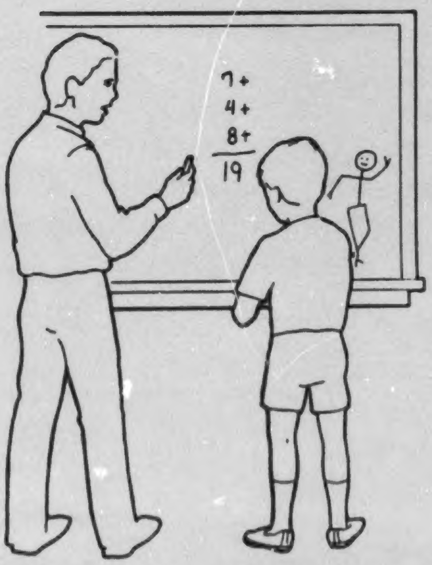
7. Encourage teachers to invite a special person to read their favorite story each month to their classroom. The people could include the High School football hero, someone's grandmother, the Superintendent, the crossing guard, etc.

MILK BREAK

8. Suggest that teachers read part of a chapter out of a book during milk break time. Let some student take the book to finish reading it.

BE A SHADOW!

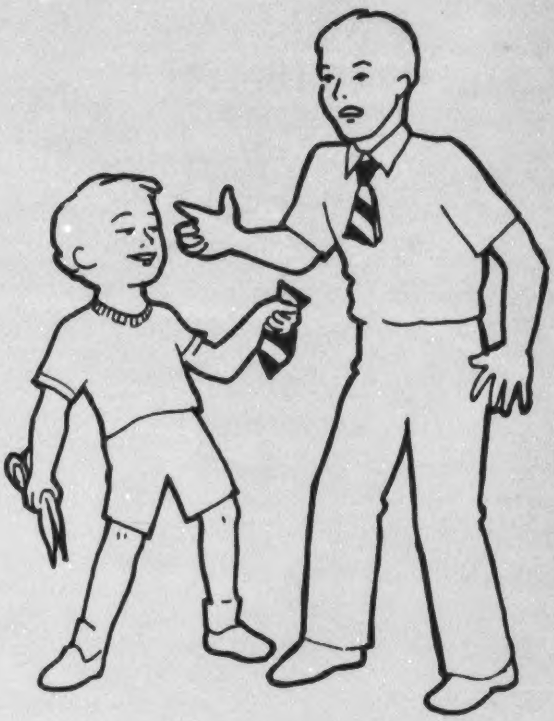
9. Be the Shadow - The Shadow knows! Plan a contest or draw names to find out which students to shadow. Spend ½ day in each classroom during the year as a "shadow" for a student in the class. While a "shadow," perform all that child's assigned tasks; working in workbooks, reading aloud, completing math problems, going to recess, eating lunch, and etc. You'll really know about your school's curriculum from a student's point of view!! The teachers and students should seriously treat you as a student while you're in the class.

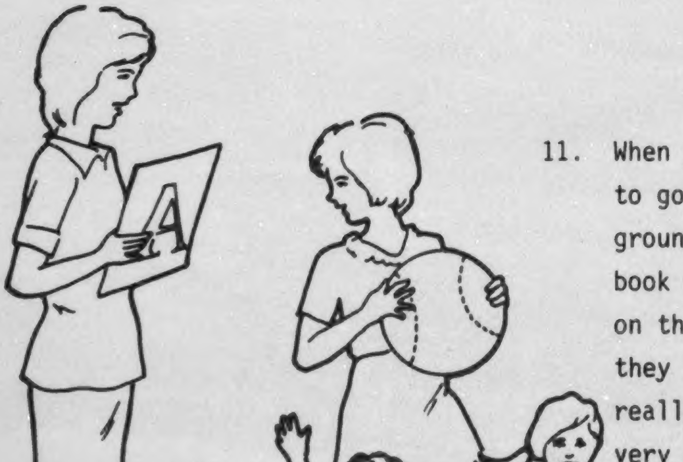


ACTIVITIES

TIE CONTEST

10. Tie Contest - Plan a school wide (two-week or month) contest to see how many books can be read by each classroom. Room representatives can daily cut one inch off of your tie for reading the amount of books set at the beginning of the contest. Be sure to wear your oldest ties - or visit several garage sales before the contest begins! (Maybe some of your students' fathers would be glad to donate their old ties!)





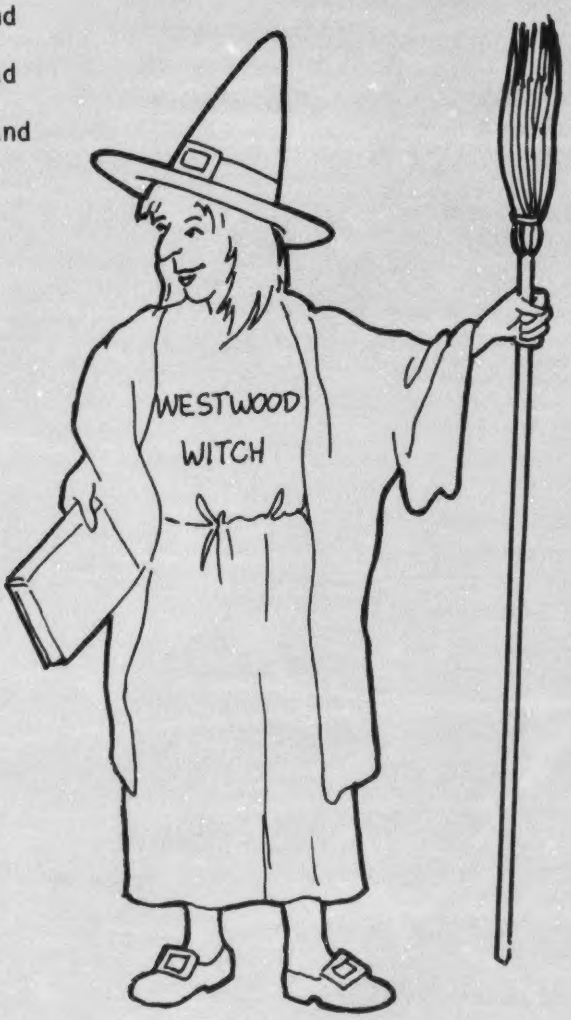
11. When you leave the office area to go to the cafeteria, playground, halls, etc., carry a book with you. The influence on the students is great when they "see" that the principal really believes that reading is very important.

ACTIVITIES

HOLIDAY READING

12. Each holiday - pick out several appropriate books, and go to each classroom and read the book to the class.

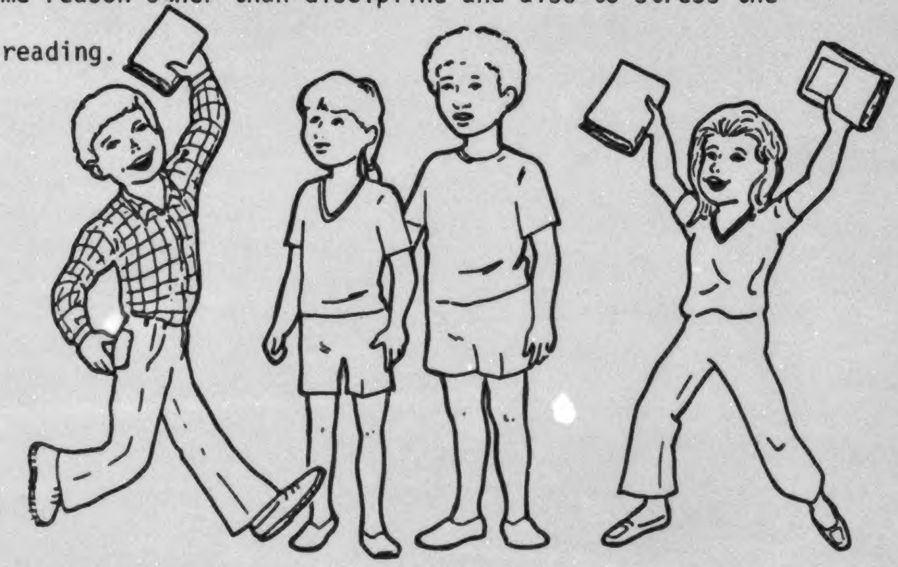
On halloween, dress up in a Halloween costume, and visit each classroom. Read the book to the students and teacher!



234

STUDENTS READ TO THE PRINCIPAL

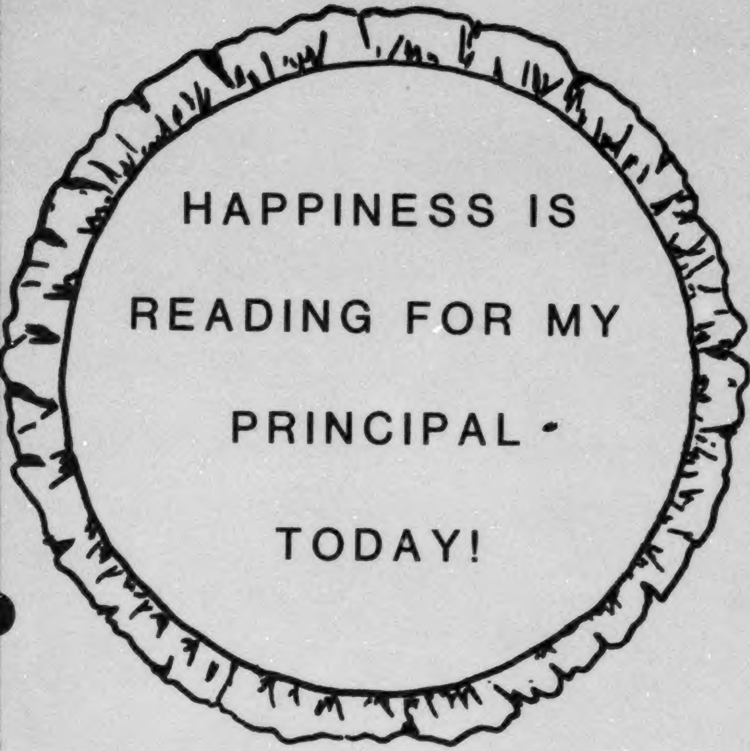
Each student has an opportunity to read to the principal at least once during the school year. Students are asked to come to the principal's office with a selection they would like to read and have had a chance to go over it, before reading to the principal. The sixth grade students are first to read and the first grade students are last; thus giving them more time to get proficient at reading. Students come in alphabetical order, beginning with the end of the alphabet and working backwards. This gives the principal an opportunity to observe the student for some reason other than discipline and also to stress the importance of reading.



KINDERGARTEN STUDENTS AT WILSON ELEMENTARY, BARTLESVILLE

In the fall, kindergarten students are invited to the principal's office during their orientation visit around the school. As students are read a story, they hopefully develop some listening skills and remove any fears they have of the principal as a person.

HAPPINESS IS - READING FOR MY PRINCIPAL!



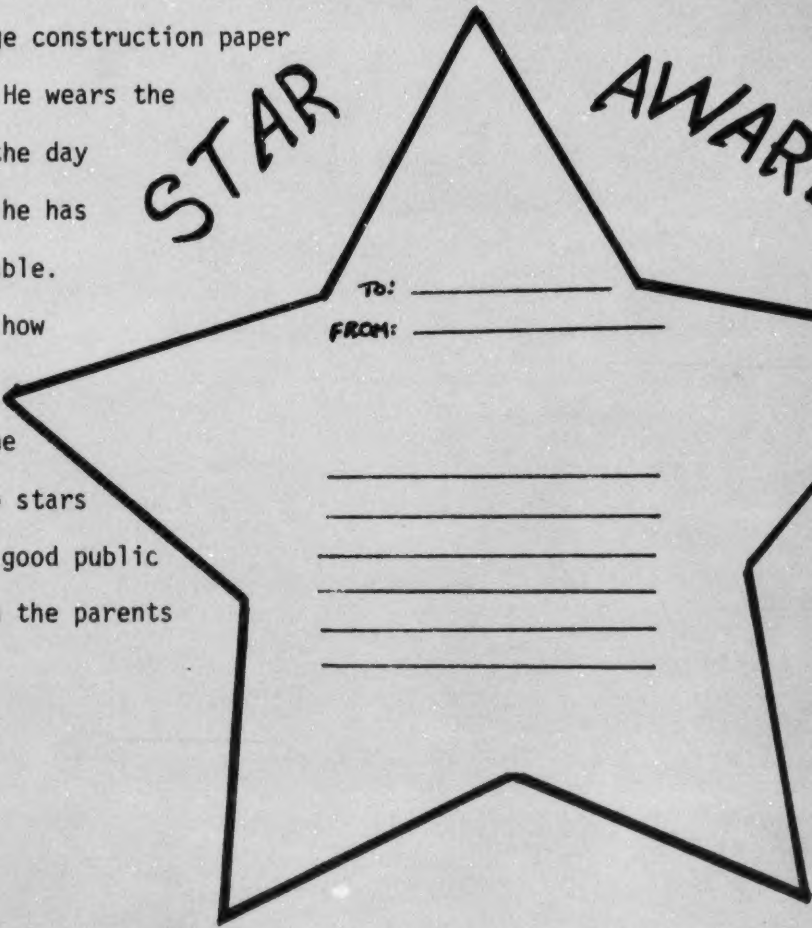
This award can be given to students who are sent to the principal's office by their teachers to read for the principal, or by students who are having difficulties reading and they make some progress, and the teacher wants them to read to the principal, or for many other reasons.

After the student reads for the principal, the principal can congratulate the student, present this award, and the reader can wear the award the rest of the day.

Another use for the award, can be for those students who want to read for their principal. Decorate a box and place the box in the office. Students can put their names in the box, and the principal can draw several names out each day, or once a week. The students names can be announced over the intercom, and when they have time, they come to the office and read for the principal. The students can wear this award the rest of the day, and cause other students to want to read for the principal.

Nan Morrison, Principal of Wilson Elementary, Bartlesville, says that her students with special reading problems often read a story to her when they have achieved mastery.

Nan Morrison also says, "When a child has learned a specific number of words, completed a difficult book, or performed a difficult task he brings the Star Award Sheet to the office properly filled out by his teacher stating what he did to earn the award. 'John has learned all 206 words in the primer.' I praise the child, discuss the learning with him and pin a large construction paper star to his clothing. He wears the star the remainder of the day so that everyone knows he has done something commendable. Students often tell me how many stars they have earned in a year and one low achiever earned two stars in one day! This is a good public relations activity with the parents as well."



LUNCH TIME

Get acquainted with students in your school by meeting and conversing with them while eating lunch together.

a) Choose several students each day to eat lunch with you beginning with the upper grades in your school. After lunch, hold rap sessions and learn about the students likes and dislikes about school, teachers (keep it secret!) school policies, etc.

b) Wednesday - lunch in principal's office. Pupils sign up voluntarily. Four (or any number) primary, four middle & four upper graders come on alternate Mondays. Hand deliver invitation to students on Friday or Monday. Centerpieces and placemats donated by classrooms, students, and/or teachers, add a festive touch. To reinforce the concept of school as an integral part of your community, invite a member of the community to join you. (President of the Board, Bank Official, Chief of Police, Public Librarian, etc.)

c) Each day in the cafeteria, join a different group at their table. Get to know students personally by finding out their favorite books, TV programs, friends, ideas, and school subjects.

d) Principal's Lunch Club - Announce on Monday morning the names of one pupil from each classroom. The students come to the office to receive their personalized invitation to join the principal for lunch on Wednesday.
On Wednesday, these students gather at the office and go with the principal to the cafeteria for lunch. A table is reserved and decorated with name tags, placemats, and a centerpiece for the luncheon. Students and principal have lunch and get better acquainted and talk about school life.

PRINCIPAL'S INTERCOM QUIZ

Intercom Quiz - Will Rogers Day
(Prior to this day, encourage students to read about Will Rogers.)

On Will Rogers' Birthday, we will have a special quiz about Will Rogers. Each teacher has a score sheet on which to keep their class' tally during the day. At shortly after 9:00, I will read the first question over the intercom. The rules for the questioning, answering, and scoring will be as follows:

1. I will read the question twice.
2. Students are to think of the answer (no talking, conferring, or looking up the answer).
3. Those who know the answer should raise their hands. A student may answer a maximum of two questions throughout the day.
4. The teacher calls on one student and records his/her answer on the score sheet.
5. After one minute, I will give the correct answer.
6. The teacher notes whether the class answer is right or wrong on the score sheet.

Two or three questions will be given this way each half hour. There will be fifteen to twenty questions throughout the day. The last questions will be at 2:30. All score sheets will be brought to the office at that time. The grade level winners will be announced before school is out.

Quiz - Score Sheet

Teacher ______________________________________

Teachers: Please record the answer your class has chosen and the name of the child giving the answer. Remember - each child can answer a maximun of two questions. After the answer is given over the intercom, check whether your answer was right or wrong.

Question number	Answer	Student's Name	Right OR Wrong
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			

OKLAHOMA'S SEQUOYAH CHILDREN'S BOOK AWARD PROGRAM

Participation in the Sequoyah Children's Book Award program sponsored by the state, is also a good way to promote reading. Even though schools with librarians usually participate in the Sequoyah Program, principals can play a very important role by encouraging their students and teachers to become involved each year for the award.

Principal (and librarian, if the school has one) should purchase the books being considered each year for the award.

- Request materials-masterlist, one free bookmark for each student in grades three through six and promotional ideas from address listed below.

Encourage teachers to read these books to students during "story time".

- See that the voting is done and ballots are turned in in time to be counted.

WHO CAN VOTE?

Any Oklahoma student in grades three through six may participate, but all students in a class do not have to vote. Children should read books that are on their level of reading ability, so it is not necessary to read all of the books on the masterlist. A student should have read or heard at least two books in order to cast a vote for his/her favorite. It is desirable to encourage the participants to read as many of the titles as possible. A library need not purchase the entire masterlist.

HOW TO VOTE?

Each student meeting the above requirements may cast one vote for the book of his/her choice from the masterlist. The teacher or librarian will receive votes from those eligible to participate. The votes received for each title are to be sent (postmarked by January 31) to:

The Sequoyah Children's Book Award
%Library and Learning Resources Division
141 Oliver Hodge Building
2500 North Lincoln
Oklahoma City, OK 73105

The winning author is announced in February. Schools and libraries voting in the competition will receive a certificate of participation.

Principals - be sure to:
ANNOUNCE THE WINNER WITH A FLOURISH!

T-SHIRTS AS INCENTIVES
AROUSE AN INTEREST-READING!

Principals can encourage teachers to motivate their students to discover the joys of reading by sharing motivational ideas for them to try-such as the following:

> One teacher hand-lettered T-shirts for every child in her room. The shirt had a cartoon character on it and the child's name. The teacher displayed the shirts by hanging them on a clothesline in the room. As the students finished reading a book, they filled out a short review on a T-shirt shaped paper and added it to a clothesline on the class bulletin board. When they finished reading their 25th book, the students got to get their own T-shirt off the clothesline to wear. The students were discovering that reading could be fun because they were enjoying reading books along with winning a T-shirt.

Taking this idea and adapting it to your school situation can depend on the schools' financial conditions, the talents of your teachers and available resources. Here are several adaptations:

1. If the school can not buy the T-shirts for the students, approach your P.T.A. for financial assistance, or think about having a money making project.
2. Each child could bring their own T-shirt.
3. If teachers can not paint the shirts themselves, then iron on patches could be provided.
4. If you want to take on this project yourself, here again, finances, talents and available resources will help determine the way you approach this project.

If you cannot provide the T-shirts, then ask the students to bring their own. You could provide the iron on patches, or you could use Crayola Color Me Transfers Kit which has 16 different transfer designs, (reusable) for under $3.00

Design Your Own T-Shirt Kit
Binney & Smith, Inc.
Easton, PA 18042

or can be purchased at some school supply stores. Conduct an all-school contest and let those that want to participate bring a T-shirt when they have finished their 20th book. Let the student design the shirt, and hang it up on your clothesline. When they've finished their 25th book, the student gets to wear the shirt. You might want to provide an extra special award or T-shirt for those students finishing 50 and 100 books. Work with your Teachers Reading Committee for guidelines and suggestions.

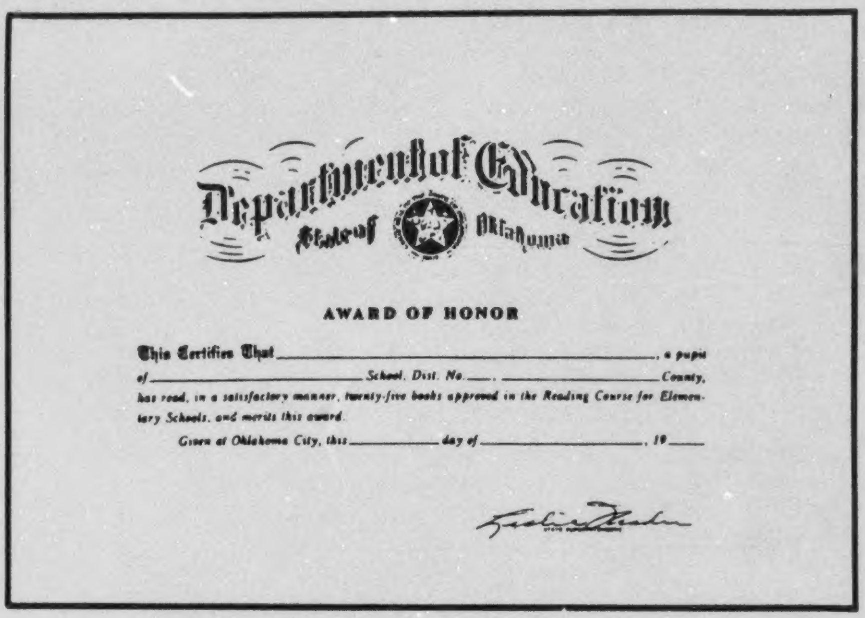
BOOK CERTIFICATE PROGRAM

Become involved in the BOOK CERTIFICATE PROGRAM

For the past two decades, the Oklahoma State Department of Education has encouraged recreational reading through offering a Book Certificate Program for elementary school students. Each elementary student who has read a minimum of 25 teacher-approved books is eligible to receive the Award of Honor Certificate.

Students may earn more than one Certificate during a given year.

Award Of Honor



Department of Education
State of Oklahoma

AWARD OF HONOR

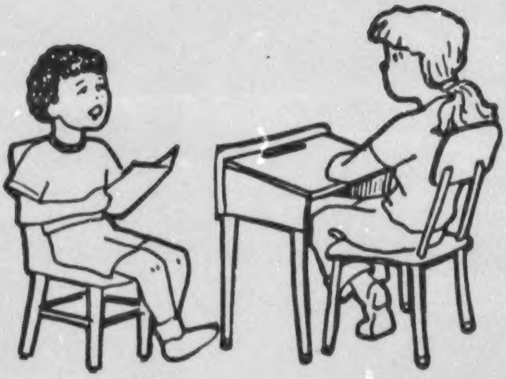
This Certifies That ______________________________, a pupil of ______________________ School, Dist. No. ___, ______________________ County, has read, in a satisfactory manner, twenty-five books approved in the Reading Course for Elementary Schools, and merits this award.

Given at Oklahoma City, this __________ day of ____________________, 19____

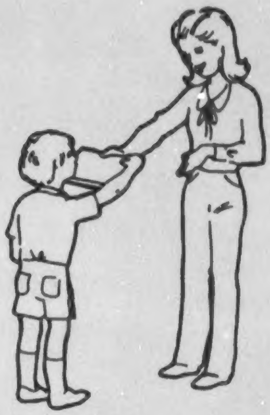
Elementary school principals may obtain the Award of Honor Book Certificates in the desired quantities by writing:

Accreditation Section
Oklahoma State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

PEER TUTORS



Encourage teachers to have Peer Tutors for other grade levels. Pair up 1st graders with Sixth Graders in 1st grade room(or 4th or 5th graders). First grader tells the story to older student. Older student learns to print the story and makes it into a book. The first grader draws the illustrations for the booklet. When booklet is finished, the first graders visit the older students' room and read their story to their peer tutor.



PRINCIPAL'S HELPER

Buy a T-shirt with principal's helper printed on it. Let older students wear the shirt when reading to the kindergarten, 1st, 2nd, or 3rd grade class.

PRINCIPAL'S SCRAPBOOK

Ask teachers to send students to the office, when anything good happens! Keep a scrapbook - ask students to sign the book and reward them with a pencil, seal, etc. Take instant pictures of the student and glue it in the scrapbook. Make a copy of the student's good paper, and glue it in the scrapbook.

FINISHED BASAL

When students have finished reading a book, the teacher, or students, invites the principal to the classroom. The reading group reads the book or a few pages of the book to the principal. After the reading, take a picture of the reading group holding their book in front of them. Place the picture in the Principal's Scrapbook, and let the students sign their names in the scrapbook.

CREATIVE WRITING

Two (2) notes from each classroom can be written weekly to the principal. The Principal answers the notes and writes back to these students.

HONORS READING CLUB

The principal sponsors an Honors Reading Club. Invite the top 5th, 6th, 7th, or 8th grade students to meet one afternoon a month with you. The students, on a voluntary basis, buy the announced book for that month and read the book before the meeting. The book is discussed, with the principal leading the discussion. Cookies could be served, if desired, since attendance is also voluntary.

245

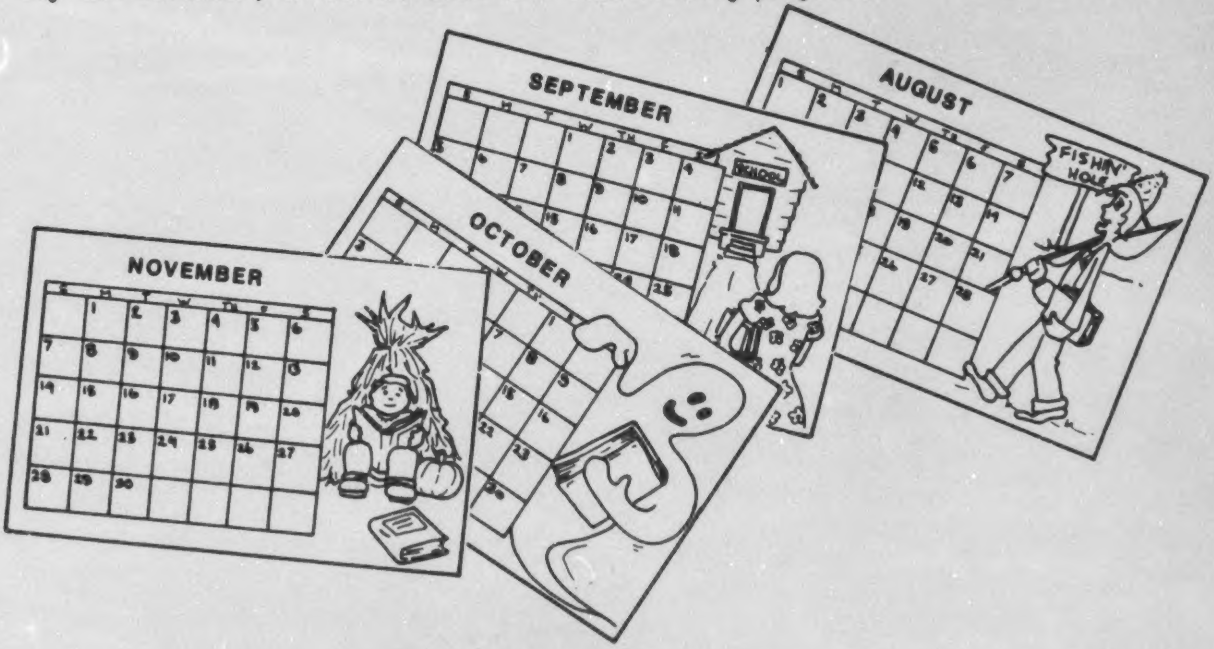
NEW STUDENTS

Once a week, have an all-school flag ceremony. Sing a song, etc. Introduce all the new students who have enrolled that week, and encourage the students to make the new students feel welcome at your school.

CREATIVE CALENDAR

This school calendar lists all the students' names on the day of their birthday. Contests are held, to see which students' pictures, illustrating the months, will be the winners for the calendar.

Each grade is assigned one or two months to illustrate. A winning picture is chosen for each month, and these pictures become the calendar illustrations. After the calendar is printed, students and parents may buy the calendar, or can be used as a fund-raising project.



GRAFITTI DRAWINGS

Students use colored chalk (or white chalk), to draw a scene from a book, on the school sidewalks. Their illustrations should be selected from library books that the students have read.

Each student is given a 12" X 18" strip, or more, depending on the sidewalk.

Students should label their drawings with book title, author's name, student's name and grade or room number.

PICKETS FOR BOOKS

Boys and girls can make posters to promote library reading; D.E.A.R; etc.

Attach posters to rulers. Students with posters can parade in front of other rooms; meet busses, and other students as they arrive; or parade thru the lunch room or halls.

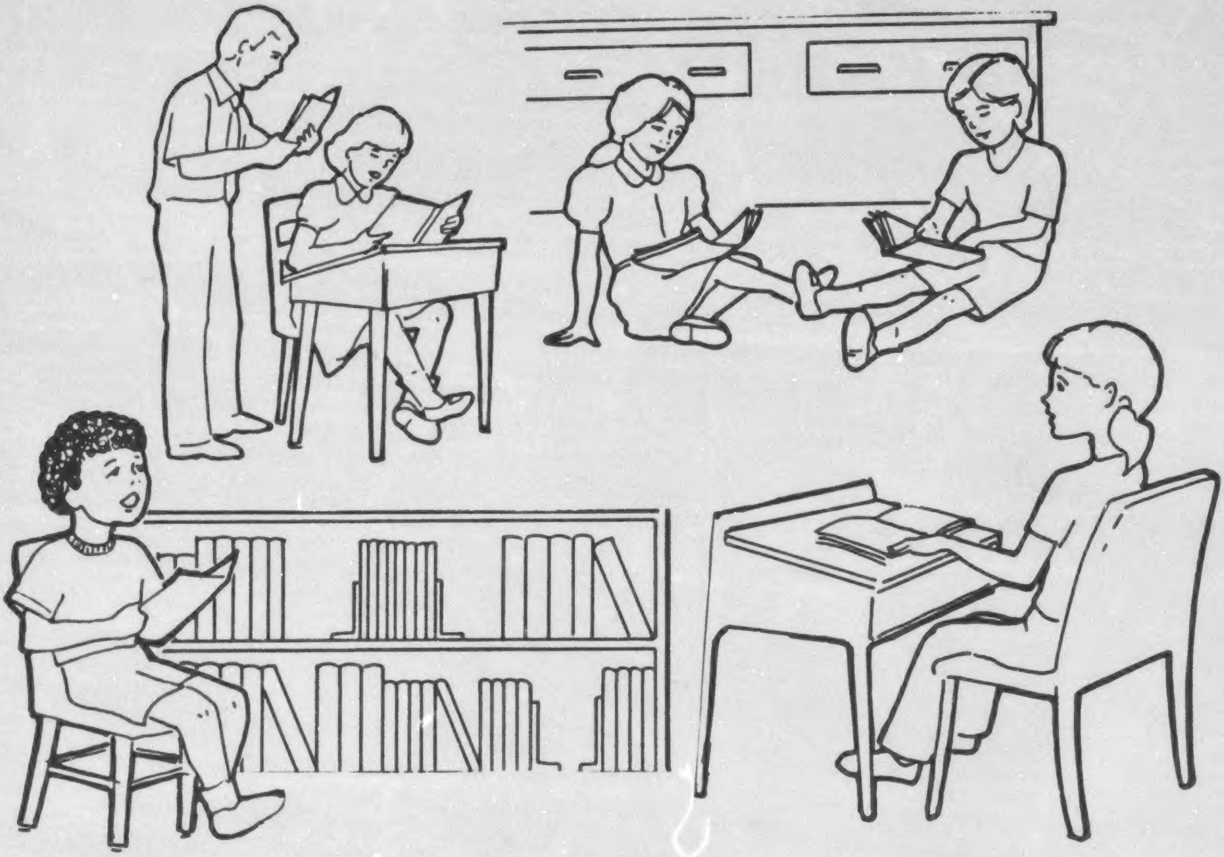
Mary Butler
Eisenhower School
Enid, OK 73701

the D.E.A.R. Program

Start the D.E.A.R. Program. The whole school is involved in this activity. Once a week, or once a day, the whole school Drops Everything and Reads!

On the following pages, you will find samples of letters to send to parents, intercom announcements, and two plans to help you and your Reading Committee plan and develop a D.E.A.R. Program to fit your school.

The D.E.A.R. Program helps to get students, teachers, and parents and your whole community motivated to read.



Implementing DEAR in Your School
Important Steps

Students are learning to read and reading to learn but very few are aware that reading can be very relaxing and enjoyable. Because of a variety of reasons, very few students are reading for pleasure at home.

If schools participate in the DEAR program (Drop Everything and Read), some students will be picking up reading materials for pleasure for the very first time. DEAR is one of the motivational activities strongly recommended by the State Reading Section. It is a dream of the State Reading Section that every school in the state incorporate the DEAR program.

1. Set a starting date for DEAR. Give yourself at least one month to get ready.

2. Decide on a time during the day when everyone in the school can participate. The program is more effective if everyone is reading at the same time.

3. Explain DEAR to the students. Many schools have a poster contest before DEAR begins. Get the students excited. They will catch your enthusiasm. A positive attitude on the teachers' part is essential. You might want to get the local newspaper involved.

4. Send notes home explaining DEAR. The same note should go home with every child. In this note ask for books, magazines, comics, etc. You'll need a variety of books to keep the program going.

5. As the students begin to bring the reading materials to school, establish a table, shelf, or corner for them to put the materials. The students should not be allowed to browse through the materials until about a week before DEAR begins. This creates a little more excitement.

6. Prepare a small storage place for each student. This can be as simple as a box with the student's name on it. This storage place will be used to hold the reading materials. Students should always have at least 3 items in their storage place.

7. In the month before DEAR begins, start establishing some basic guidelines. Example:

    1. No talking during DEAR.
    2. ____________________

   Some students enjoy bringing rugs and mats from home so they can relax and read on the floor. As the teacher, you may want to do this too. If students bring rugs and mats be sure they know where to put them.

8. About a week before DEAR officially begins, let small groups of children start selecting items to go in their storage box. It's a good idea for them to have at least 3 items.

9. On the starting day and starting week, don't be alarmed if some students do not read a lot. Keep in mind that some students have NEVER been given the time for pleasure reading.

10. If you feel someone isn't reading at all, you might ask them about their interests and then try to find items about their interests.

11. Utilize the men on your staff (principal, custodian, P.E. teacher). Invite them to visit classrooms during DEAR time to read, because some students have never seen a man reading for pleasure. Kindergarten and first grade children love to be read to during DEAR time------especially if it's a man.

12. Sometime during the year, you may want to have a grandparents month. Make schedule so only four or five grandparents are in your room at one time. You may also want to do this with parents.

13. By the end of the year you'll find your students have a better attitude toward reading.

14. Good Luck!

© 1982 Judie Campbell

WORKSHOP FOR ORGANIZING THE
DROP EVERYTHING AND READ

I. Determine the beginning date for D.E.A.R. (minimum 1 month planning period)

____

II. Determine the Appropriate Time Period

a. All K-6 Classes shall read at ________________________________

b. Alternative ____
____
____
____

The length of the D.E.A.R. reading period is very important. Botel recommends that classrooms begin with whort periods of time and gradually extend the length of the reading period. He suggests starting with about 5 minutes at the kindergarten/primary levels. Middle grades might start with 10-15 minute periods. Students will soon begin to request additional time for D.E.A.R., and the length can be extended. (Morton Botel, A Comprehensive Reading Communication Arts Plan, Penn. Department of Education, 1977.

III. Lay Ground Work

A. Advertize

1. Teachers explain D.E.A.R. to students via Bulletin Boards.

2. Poster Contest for Primary/Intermediate Students.
After explaining D.E.A.R. to students, encourage students to draw posters concerning enjoyment of reading (pictures of children reading, children being read to by parents or teacher, or signs announcing the beginning of D.E.A.R.)

3. Helium Balloon Send-off (Up, up, and away!!!)
On the Friday before D.E.A.R. is to begin, let students send off balloons with their name and announcement of D.E.A.R. along with name, address, and phone number of school on paper placed inside helium filled balloons. As balloons are found and location is called in to school, students can track the balloons travels on a state or regional map placed in the foyer or hall of the school.

4. Ask local press to cover poster contest, helium balloon send off, or other promotional plan.

5. Arrange a book table for books of specific interest to be displayed (such as "Books About Sharks", "Biographies of Football Players", or "The Mystery of Magnets").

B. Develop D.E.A.R. Guidelines with Students

1. Everyone reads (however, be ready for off days).

2. Students keep 3 books and/or magazines at desk.

3. No book reports required! (Let sharing of books come spontaneously).

C. Students Must Have Role Model

1. The teacher whould always read with children.

2. After the program has been going awhile, ask the class to invite a guest from school to come and join them during the D.E.A.R. reading period. (Children can invite the Superintendent, Principal, P.E. Coach, School Nurse, Janitor, etc.
Other guest could be invited from community.
Grandparents could also be invited.

D. Good Books for teachers to Read During D.E.A.R.

First You Cry by Betty Rollin, Signet

Bogie by Joe Hyams, Signet

Eleanor: The Years Alone by Joseph P. Lash, Signet

Kate: The Life of Katharine Hepburn by Charles Higham, Signat

The Rockefellers by Keith Colher and David Horowitz, Signat

Sphinx, by Rovin Cook, Signet

Eye of the Needle by Ken Follett, Signet

The Key to Rebecca by Ken Follett, Signet

Others:

E. Collect Reading Material

1. Send a letter home to parents announcing the beginning of the

D.E.A.R. Reading Program. The same letter should be sent with all the students. (See example)

Committee for D.E.A.R. letter.

____
____
____
____

2. Ask parents to send old books and magazines to your classroom. Ask specifically for these magazines.

The National Geographic
Life
Sports Illustrated
Field and Stream

Vogue
Teen
Highlights
Ranger Rick

Others:

Encourage students to order books from Weekly Reader Book Clubs and etc.

3. Seek out the best buys on new paperback books. Here is a list of publishers who will send you a catalogue of their more economical and educational paperback books.

Trinity News Company
2412 N.W. Parkway
Fort Worth, TX 76104
(817) 624-4151
E. Lynn Bartlett

Ballantine Books
201 E. 50th St.
New York, NY 10022
Gillian Jolis

Houghton Mifflin Co.
2 Park Street
Boston, Mass. 02107
(617) 725-5000
Toni Lopopolo
Toni Consolino

Avon Books
959 8th Avenue
New York, NY 10019
(212) 262-4126
Cathy Lobel

Del Publishing
1 Dag Hammarskjold Pl
(212) 832-7300
New York, NY 10017
Paul O'Donnell
Betsy Gould

Scholastic Magazines
50 West 44th St.
New York, NY 10036
(212) 867-7700
Richard Mitchell

New American Library, Inc.
120 Woodbine St.
Bergenfield, NJ
(201)387-0600
Adele Satz

Select Magazines, Inc.
229 Park Ave. South
New York, NY 10003
(212) 677-6464
Susan Occhipinti

Pocket Books, Inc.
1 W. 39th St.
New York, NY 10018
(212) 245-6400
Dominic Salvatore

Viking-Penguin, Inc.
625 Madison Ave.
New York, NY 10022
(212) 755-4330
Marilyn Abel

Popular Library
600 Third Avenue
New York, NY 10016
(212) 661-4200
Michael Isreal

International Periodical
Distributors Association
350 Madison Ave.
New York, NY 10017
(212) 986-8150
Don Spring

4. Investigate second-hand books stores (such as Snooper's Barn in Ft. Worth.)

5. Involve students in Sequoyah Book Award Project. Write for current sequoyah Book lists, Caldecott, and Newberry list from:

   Clairice Roads
   Library Resources
   State Department of Education
   2500 N. Lincoln Blvd.
   Oklahoma City, OK 73105
   (405) 521-2956

   Sequoyah Book list with price information can be obtained through these and other book jobbers:

   Della Thomas
   Caravan Book Company
   233 South Knoblock
   Stillwater, OK 74074
   (405) 372-6227

   Thompson School Book
   Supply
   101 N. University Dr.
   Edmond, OK 73034
   (405) 341-0201

6. As you build your classroom collection of books and magazines, ask a neighbor teacher to exchange collections for a week or month.

7. Other ideas:

@ 82 Paula Wilson

Taft Elementary School
1002 Sequouyah
Enid, Oklahoma 73701

Dear Parents,

Beginning Thursday, September 24, 1981, Taft School will begin a new adventure in READING. All Taft Tigers will take part in a statewide reading program called D E A R. (DROP EVERYTHING AND READ) Each Thursday and Friday from 2:30 until 2:45, the entire school will do just that. All students, teachers, the principal, and all school personnel will take part and READ. If you plan to visit Taft School during these times, please bring a book, so you can join in the reading. Children learn best by example, and we want to be the best examples possible.

The introduction to our new reading project will be given by Dana Bussell. This is how she will introduce DEAR over the intercom for the whole school:

It's 2:30 and all is well
It's time for reading fun
So find a spot to stretch your legs
The thrill has just begun.
Read of pirates, witches, firemen, dogs
Or just a fairy tale
It doesn't matter what you read
Just read till you hear the bell.

We hope you hear many exciting things about this Reading Project from your children. Taft School is #1!

Ruth Ann Erdner
Principal

LETTER TO PARENTS

Taft Elementary School
1002 Seqouyah
Enid, Oklahoma 73701

Beginning at 2:30 this afternoon, Taft will begin a new adventure in reading. All Taft Tigers will take part in a statewide reading program called DEAR (Drop Everything And Read). Each Thursday and Friday from 2:30 until 2:45, the entire school will do just that. All students, teachers, the principal, secretary, and custodian will take part and read. Everybody at Taft during this time, even a plumber fixing a leaky fountain, will have to stop and read for 15 minutes.

So -

It's 2:30 and all is well,
It's time for reading fun
So find a spot to stretch your legs
The thrill has just begun.
Read of pirates, witches, firemen, dogs
Or just a fairy tale
It doesn't matter what you read
Just read till you hear the bell.

INTERCOM ANNOUNCEMENT

Taft Elementary School
1002 Seqouyah
Enid, Oklahoma 73701

The Thursday - Friday 2:30 loudspeaker announcements at Taft Elementary School are especially important for two reasons - they signal the bi-weekly DEAR sessions for everyone at Taft and they are original selections written and delivered by students. Each class was asked to be responsible for these announcements on a monthly basis and the original and enthusiastic tone of these selections has helped establish the DEAR program as an important, integral part of the reading program at Taft.

Here are some of the original announcements:

I just read the Luck of Pokey Bloom
Entering contests was her game
She turns out to be a winner
Anyone who reads, can do the same.

A book a day keeps the doctor away
At least that's what our librarian will say
So, let's all do our thing with cheer
Open a book, it's time for DEAR!

Jingle Bells DEAR is here.
Reading's on it's way.
Oh what fun it is to read a delightful book today. Hey!

East side, west side
All around the town.
Get a good book
And sit right down.

Take a book that's right for you
Then start reading - that's all you do!

Read about dogs, cats, and people too.
How about finding the murder's clue?
Reading is fun, keep a book near.
Let's take part in project DEAR.

Have you read a book lately
That no other book can beat
Well, tell your best friend about it
Cause he might think it's neat.

Hickory, dickory dock
The mouse ran up the clock.
The clock struck nine
Get your book and I'll get mine.

Read of poetry, fairy tales, mystery too.
Just sit and read a book or two.
Enjoy it, laugh about it, just have some fun.
Cause reading time has just begun.

It's time to read a book or two
so flip through the pages or even read a few.
Not to read would be a crime,
so open your books and expand your mind.

SOMETHING NEW!

D.E.A.R

DROP EVERYTHING AND READ

We are very excited this year about our brand new D.E.A.R program. Each day from 1:15 to 1:30 K-3 and 4-6 11:05 to 11:25 a dead silence falls over the entire elementary school. Every child gets his reading material which he has chosen, finds a comfortable position about the room and reads for his own interest and pleasure.

We are asking you as parents to help promote the program by sending extra reading items you might have on hand such as story books or childrens' periodicals.

We feel this program will be very beneficial in stimulating your childs interest to read.

The program will begin Monday, September 14.

Elementary Teachers
Velma-Alma Elementary

We're Heels Over Head

About

D. E. A. R.

LETTER TO PARENTS

BOOK FAIRS

Plan for your school to have a "Book Fair". It can be held in conjunction with "National Children's Book Week" in November. Arrange "Story times" for each class and opportunities for the children to browse and purchase books. The Book Fair can also be open evenings so parents can come. Books as Christmas gifts are encouraged. Ask for P.T.A. members or parent volunteers to operate and plan the fair.

During Book Fair week, every classroom could be bussed to the city library. Arrange a library tour and story time. This would be a good opportunity for each child to be given an application for a library card. Those students who already have library cards can be encouraged to check out books.

Proceeds of the Book Fair can be used to buy books for the library, etc.

Dear Parents:

The week of November 16-20 is National Childrens' Book Week. What better way to celebrate than with a Book Fair. The Book Fair has been one of our most successful projects in terms of getting books into the hands of boys and girls. The best way to build strong readers is to read, read, read! Here is an opportunity for you to help.

Our book fair this year will be operated with parent volunteers. Hours will be from 8:00 - 4:00 daily Monday through Friday and 6:30-9:30 in the evenings, Monday through Thursday. The jobs include helping set up, helping children with their selections, acting as cashier, filling orders, story telling, and providing a big smile. We ask that you sign the portion below and return it to your child's teacher. This is a great opportunity for Moms and Dads to help our students.

- -

Yes, I want to help with the book fair. You can count on

Name ______________________________

Phone ______________ Address ______________

Child's name ______________ Day ______________

Child's grade ______________ Evening ______________

Either ______________

ACTIVITIES

Sponsor book emphasis days such as "Read-Ins", Book Character Days, Book Fairs, etc.

"Read-Ins"

Classrooms and Title I Reading Programs can have one day a month as a "Read-In". All children, teachers, and aids read for pleasure on that day. Book marks can be given to all who participate in the program. (Principals are invited to sit in and participate too.)

Book Character Day

"Book Character Day" students, teachers, aids, cafeteria personnel and principal all dress as a character from a book. Ask the local newspaper to come and take pictures. Send a note to the parents to communicate with them what the school's plans are - for example:

> Dear Parents:
>
> The biggest event of all is our Friday Book Character Day. On November 20th, we are asking all the boys and girls, teachers and staff to come to school dressed as a character from a book. It may take some thinking but a little imagination and creativity can go a long way. Each child will have the opportunity to tell his classmates about his costume. This should be great fun and a marvelous learning experience.

READING MARATHON

Sponsor a Reading Marathon at your school, and develop the recreational phase of your reading program. The money raised can be used to buy books and materials for your library.

INDEPENDENT SCHOOL DISTRICT NUMBER FIFTY-SEVEN - - - GARFIELD COUNTY, OKLAHOMA

TAFT ELEMENTARY SCHOOL
Office of the Principal
1002 Seqouyah
ENID, OKLAHOMA 73701

READING MARATHON

Dear Parents,

Taft Elementary School would like to announce a very exciting project which will be held November 19th. We will be holding our first Reading Marathon. The objective of this project is to develop the recreational phase of our reading program. The students that want to participate will use the pledge sheet which is attached. Pledges will be 20¢ per page. They are not to be obtained door to door. Pledges should come from parents, relatives, or close friends contacted by phone or in person. Money made from pledges will be spent on books and materials for our library.

The P.T.C. will have a Snack Bar available so students can take a quiet break now and then.

Please stress to your children that this is a Reading Marathon and those students that are signed up are expected to READ. Let's make our READING MARATHON a big success. The top reader from each room will receive special recognition. Attached you will find your pledge sheet and parent permission form. The parent permission form must be returned to school. Thanks for your help and cooperation. Taft School is No. 1!

Ruth Ann Erdner
Principal

RAE:lw

Taft School is very proud of Jevon Tresner for the READING MARATHON idea.

READING MARATHON

November 19, 1981 3:05 - 5:00 Multi-Purpose Room Pledge 20¢-Page

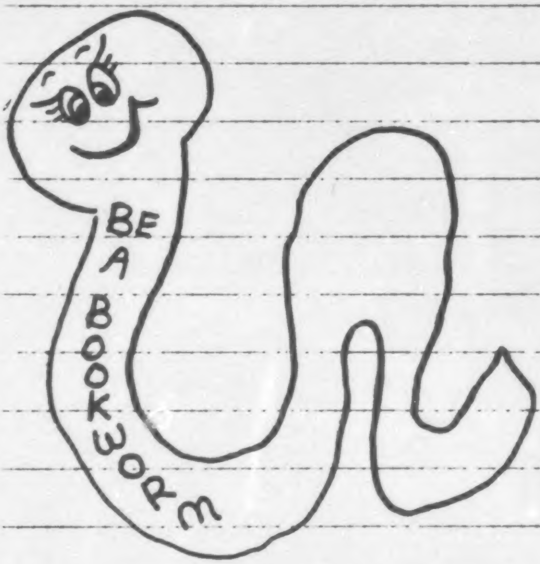
To develop the recreational phase of our reading program.

Pledges are _not_ to be obtained DOOR TO DOOR. Pledges should come from Parents, close relatives or friends contacted by telephone or in person.

Student's Name ______________________________ Grade __________

READING PROMOTERS

Name: ______________________________ # Pages: __________



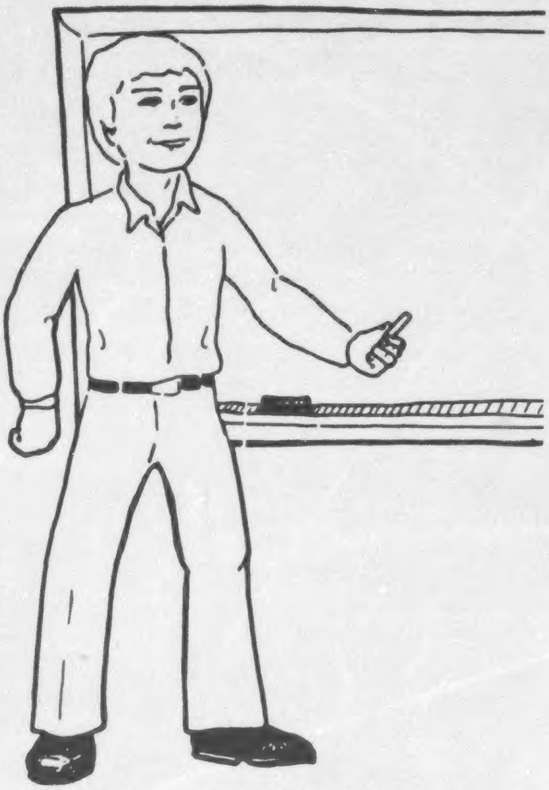
* *

______________________________ has permission to participate in
(Student)
the Reading Marathon.

____
(Parent's Signature)

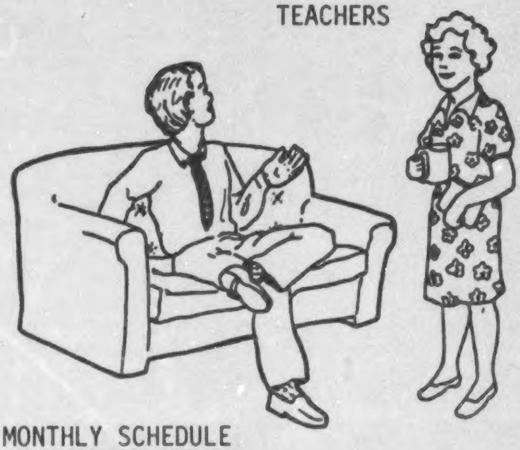
COFFEE TIME

Send the teacher to get coffee while you take over his/her reading group for awhile. (Follow teacher's lesson plan.)



TEACH READING GROUP

Go to a classroom and volunteer to use the teacher's plans to teach a reading group. The teacher gets a break, the principal gets to work with students, and you teach the group from the teacher's lesson plans.



MONTHLY SCHEDULE

Send out a monthly calendar.

Schedule yourself to be in a teacher's room at 1:00 and stay for one-half hour. Anything the teacher wants the principal to do at that time, the principal will do - including grading papers, making bulletin boards, helping student, etc.

If you're not able to keep the appointment, the teacher should understand.

TEACHERS

COORDINATE MATERIALS AND BASALS

The Librarian, the Teachers, and the Principal meet and discuss ordering books that coordinate with the Basals and what the teachers are teaching in the classroom.

LEAVE EARLY

The Principal takes the classroom for a teacher when the teacher needs to leave early to go to doctor, dentist, etc.

BUILD READING NOOKS

Work with teachers to build and install reading nooks, lofts, tubs, and reading corners in classrooms.

Nan Morrison, Principal
Wilson Elementary(K-2)

Keeps an outstanding picture book in her office. When a teacher has an emergency and is called from the classroom, Nan reads this book to the class. She hopes that the students are developing an appreciation of literature and that the visit helps to motivate students to read the book for themselves later.

1. D.E.A.R.

Develop D.E.A.R. Program for your school. Drop Everything And Read - Everyone in school stops what they are doing and reads for 15 - 20 minutes. This includes custodian, principal, music teacher, P.E. teacher, etc..(Be sure to take the phone off the hook so the secretary can participate also!)

2. SPONSOR CONTESTS

Conduct contests around holidays or special events in your school. For example, on Valentine's Day you might have pupils guess the number of candy hearts in the principal's candy jar. The prize for the winner is a paperback book!

3. SCHOOL BADGE

Design a school badge and certificate to reward kids for good behavior as well as good academic performance. Teachers are encouraged to award certificates to students for success of any kind. The students bring certificates to office where principal "heaps on the praise" and gives them a badge to wear for the day.

4. TEXTBOOK COMMITTEE

Set up Textbook Selection Committee - State requirement include: parents and teachers on your textbook selection committee.

5. "OLYMPICS OF THE MIND"

Decide if your school should participate in these olympics. If so, design a plan for your school.

6. "SCHOLASTIC SWIMS"

Encourage students to participate in the "Scholastic Swims", if the meet is offered in your community. Contact your local Retired Teachers Association.

7. STATEHOOD DAY

Plan school-wide activities to celebrate Oklahoma Statehood Day, November 16. Students and teachers can dress in costume, participate in old fashioned spelling bees, etc.

Reading about Oklahoma should be encouraged before and during this week.

8. BOOK SWAP SHOP

Sponsor a Book Swap'n Shop project. Students and teachers bring in old books, in good condition, and swap them for other books. Send home flyers with the students, announcing all the details of the project.

Committee can set up bookkeeping procedures, collection times, and shopping schedules.

9. LIBRARY ENTHUSIASM

Set up a large tree in the library. As each student reads a book, leaves "sprout" on the tree. For every 25 books - a "flower" grows; and for every 50 books, fruit appears. Those who read 50 books could also be awarded a T-shirt.

CONTACT PARENTS

Encourage teachers to make phone calls or send notes to the parents of their students, giving some type of positive reinforcement about their child. Calls could be made to 3 or 4 parents during each week, or all parents could be called at the end of each nine weeks period.

PARENT INVOLVEMENT

Plan a Parents' meeting once a month during the school year. Involve parents and children in hands-on activities.

PARENT CONFERENCES

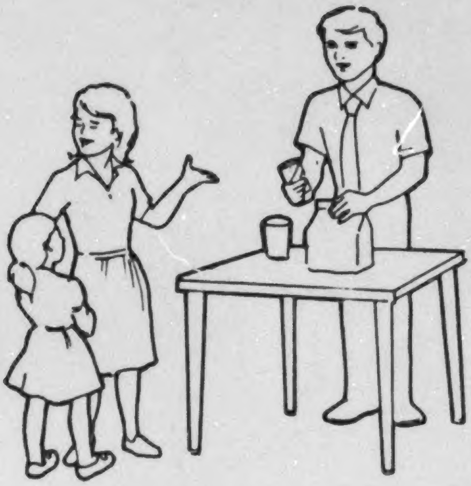
Plan parent conferences. Establish some way for the principal to be available to meet parents at parent conference times.

PARENT MEETINGS

Hold grade level meetings for parents at night, to explain new reading books, grade levels, grade cards, answer questions.

FATHER-CHILD BREAKFAST

Have a father-child breakfast at school. "Breakfast of Champions." This encourages fathers to participate in school activities. The student can present Dad with a booklet he/she has written about their Dad.

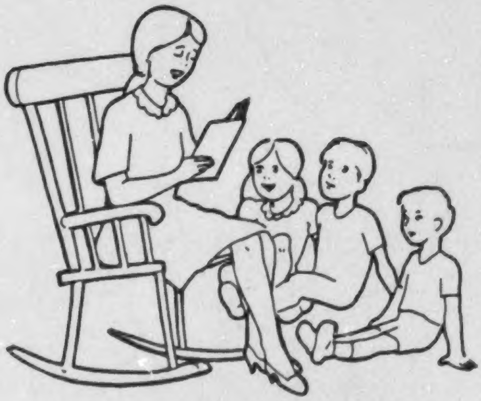


EAT WITH YOUR CHILD

Parents that work frequently have a difficult time to participate fully in school activities. Plan each month, and announce it in your school calendar and Parent Newsletter an "Eat Lunch With Your Child Day." Invite parents to buy a school lunch or bring their own lunch and eat with their child. Parents can return to work after lunch, knowing that they've shared a part of the day with their child.

READING PARTNERS

Invite parent volunteers into your school to read stories to your students. Set up a schedule, and plan well. Parents could check with librarian about the choice of books; or a list of good books could be made up for parents to choose from.



PERSONALIZED OPEN HOUSE INVITATIONS

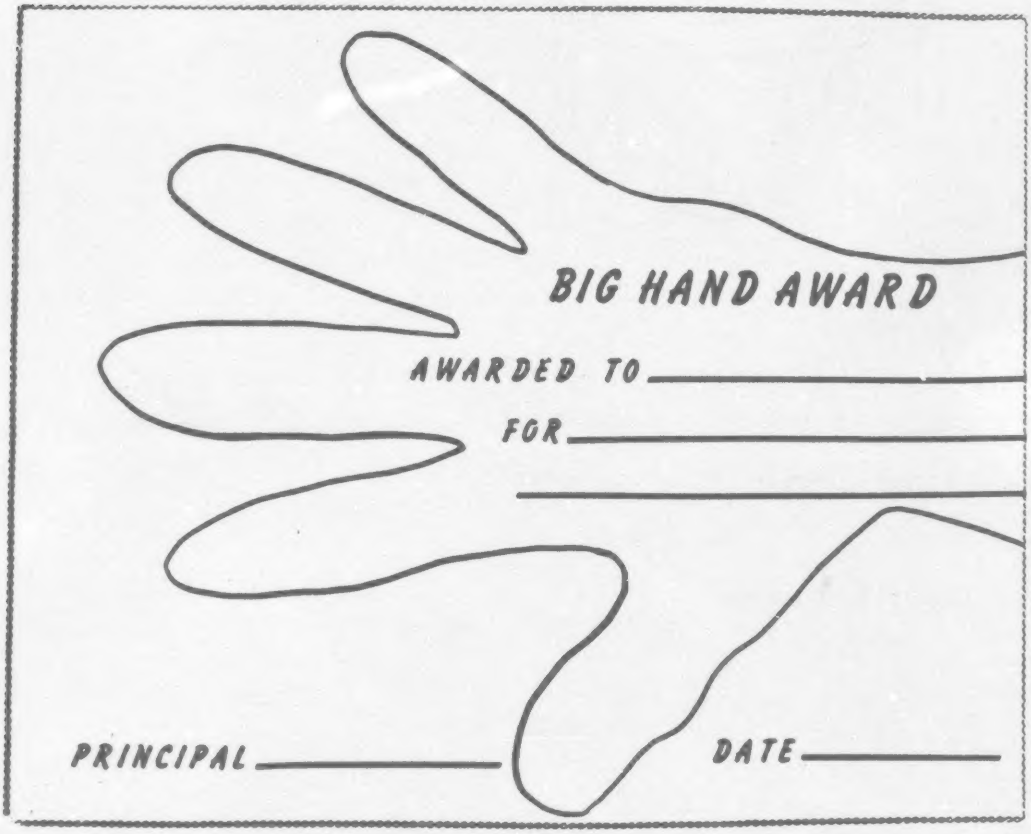
Before open house, take pictures, either polaroid or snapshot, color or black and white, of students working on projects in your school. Send the pictures to the students' parents with an invitation either on separate paper or the back of the photo, to visit the school and the child's classroom during open house, stating the date and time of the event.

PARENT CONNECTION

Each week, teachers could tape a telephone message to parents. Parents can call any time of the day or night to find out about classroom projects, upcoming events, and homework. These weekly recordings keep parents abreast of basic skills instruction and helps explain how parents can reinforce these skills at home. A school phone number could be supplied for parents who wanted to arrange a conference, or ask a question.

BIG HAND

Teachers and principal can send the Big-Hand Award to any parent that has gone "that extra mile" in helping the school.



BIG HAND AWARD

AWARDED TO ____________________

FOR ____________________

____

PRINCIPAL ____________ DATE ____________

AWARDS CEREMONY

Invite parents, by special letter, to attend the awards ceremony of your school's presentation of the state reading certificates to their children.

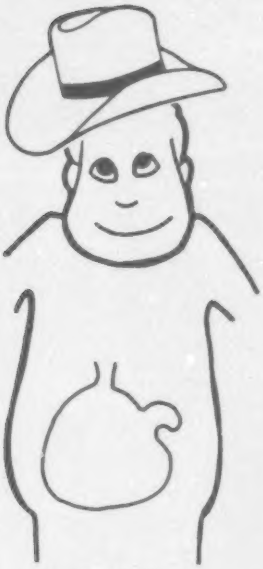
DOUGHNUTS FOR DADS

Have doughnuts and coffee one morning a month before school between 6:30 & 8:00 a.m. for dads on their way to work. Have a different display up each month of students work for dad to see.

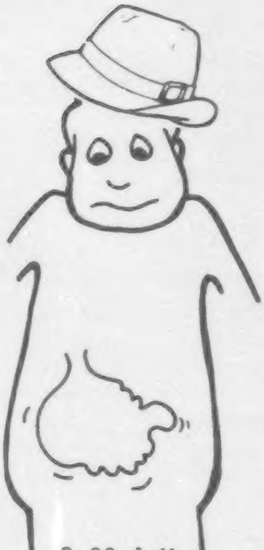
HOME READ-IN

Send a School newsletter - suggesting that families plan one evening a week to turn off the T.V. and families read together at home.

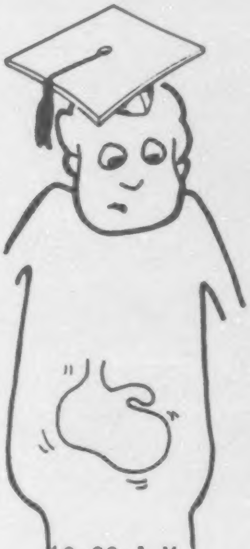
A TYPICAL DAY FOR AN ELEMENTARY PRINCIPAL



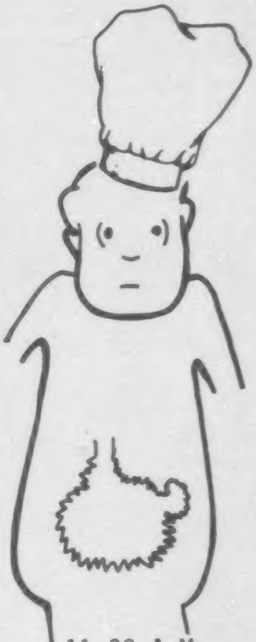
7:30 A.M.
This is going to be a good day!



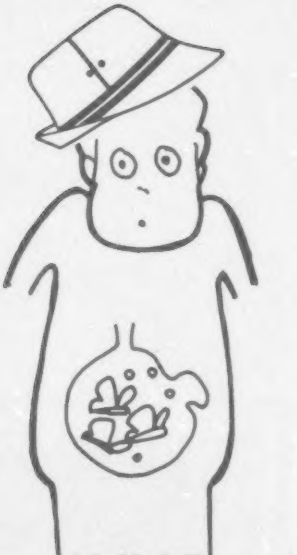
9:00 A.M.
Phone call from upset parent over grade card



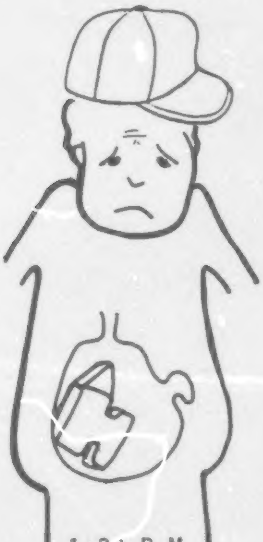
10:30 A.M.
Substitute calls - can't control the students



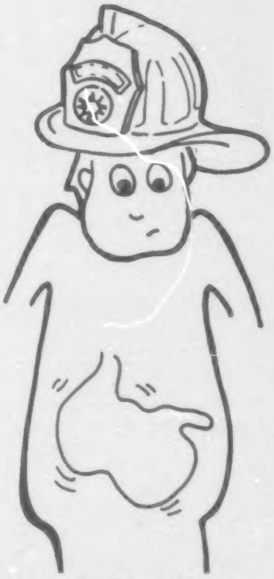
11:30 A.M.
Head cooks calls - Dishwasher breaks down in lunchroom



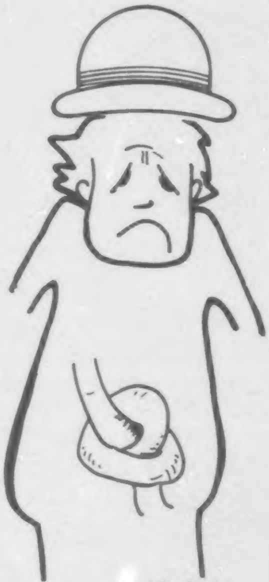
12:30 P.M.
Superintendent calls - asks you to be on The Negotiations Team!



1:30 P.M.
Mrs. Jones brings discipline problem from playground to the office!

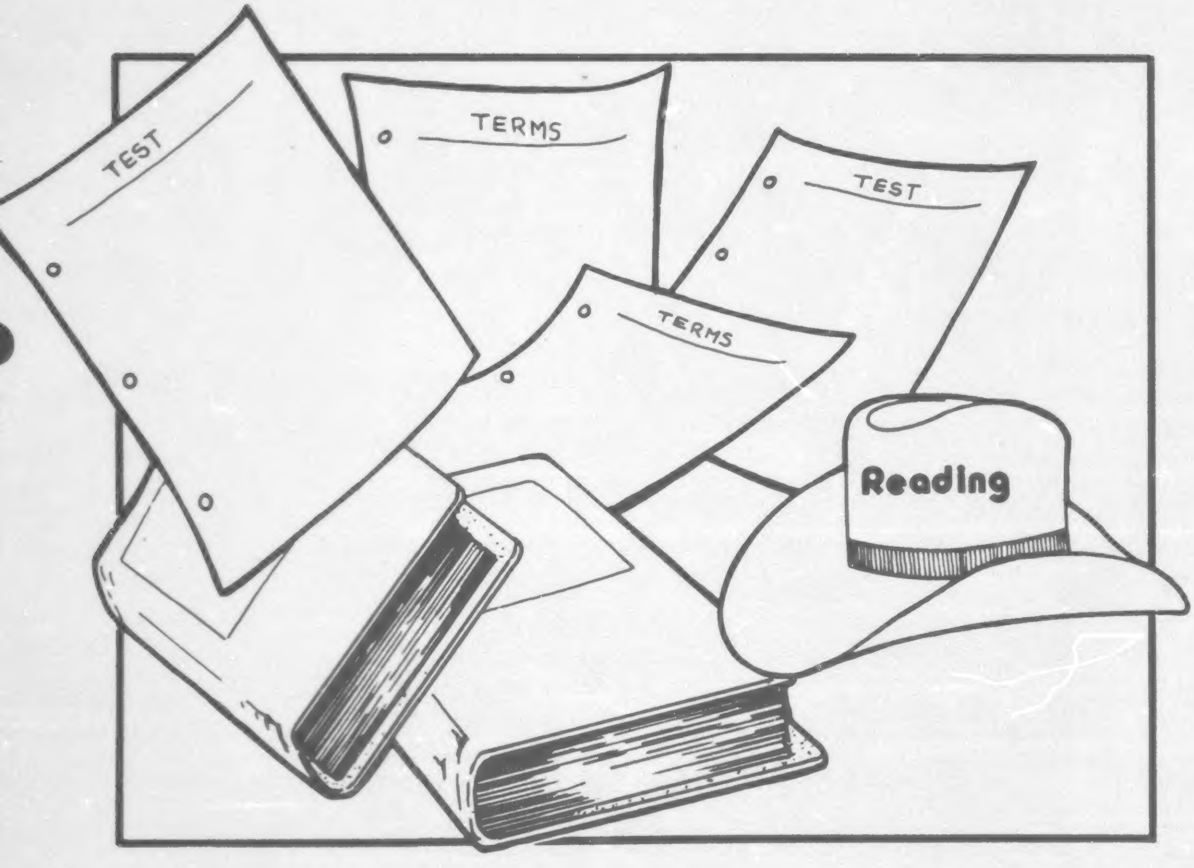


2:30 P.M.
Emergency fire drill - teacher accidentally leans against alarm bell



4:00 P.M.
Parent calls - doesn't want her child in Mrs. Brown's roo

Reading Tests


TEST
TERMS
TEST
TERMS
Reading

INTRODUCTION TO TESTING

The most important factor to remember in testing is that, if there is no justification for administering a test, it is best not to spend the effort, time and funds required to use it. In justifying the use of a test, the following criteria must be met favorably:

PURPOSE: Why are the tests being administered? Does the reason justify the expense?

INFORMATION: What kind of information about students are you attempting to discover? Will results from this particular test yield the information you desire?

USE: Will the test results really be used and useful? If so, how?

BENEFITS: How will gathering test data benefit the students? How will it benefit the overall effort of the school in providing for improvement of the program? Will obtaining these results lead to imporvement of individual students' skills?

TYPE OF TEST NEEDED: What type of test is needed for the specific purpose, information to be gathered, use made of results, and benefits for students and the overall program?

The following guidelines may prove to be helpful in choosing tests to be administered and in using the results to the greatest benefit of students, teachers, and the overall reading program.

TEST CATEGORY: Norm Referenced

A. EXAMPLES
   1. California Achievement Test
   2. Gates-MacGinitie Reading Test
   3. Metropolitan Achievement Test
   4. SRA Achievement Test
   5. Iowa Test of Basic Skills

B. SPECIFIC USE
   1. Screening only - NOT for placement in specific materials.
   2. Consider NCE scores - Do NOT use grade equivalent scores. (They are not accurate.)

C. HOW ADMINISTERED
   Group

D. FOLLOW THROUGH NEEDED
   Analyze scores to determine:
   1. Averages for grade levels and total school as compared with national and state.
   2. Percent of total students within given grades who are above and below state and national norms.
   3. Overall net gain or loss in above and below-grade level groups from year to year.
   4. Use as GENERAL SCREENING to determine percentages of students which need to be enrolled in remedial, regular, and accelerated reading programs. This serves as an excellent guide when a program is just being started (scheduling, class size, etc.).

E. BENEFITS TO STUDENTS
   1. NCE gain greater than zero is considered improvement.
   2. Shows relative ranking
      a. among peers
      b. compared with local, state, or national norms.

F. BENEFITS TO OVERALL PROGRAM
   1. Improvement as determined by change in NCE average at each grade level.
   2. Can reveal general weaknesses in instruction at a given grade level or district wide.

G. CAUTIONS
   The Norm Referenced test is NOT TO BE USED AS A PLACEMENT DEVICE. It only reveals RELATIVE RANKING of students. Raw and NCE scores are the only ones that can be legally averaged and otherwise manipulated to analyze results. Grade equivalent scores are extremely useless - and extremely misleading.

TEST CATEGORY: Criterion Referenced

A. EXAMPLES
   1. Prescriptive Reading Program (PRP) - McGraw-Hill
   2. Pegasus Pace - Tuscaloosa, Alabama
   3. EPC - (Educ. Progress Corporation)
   4. Basal Reader Skill Tests

B. SPECIFIC USE
   1. To determine specific skills students have/have not mastered.
   2. If these are to be useful teachers MUST follow up with SKILL REINFORCEMENT AT THE NEED LEVEL. This necessitates having a skill file, learning centers, or a referencing mechanism to materials on hand in order to remediate specific students' skills.

C. HOW ADMINISTERED
Group

D. FOLLOW THROUGH NEEDED
Find students' skill needs and group by those needs to create more efficient teaching practices. Directive (oral) teaching should be used with groups of students who have not mastered a given skill.

E. BENEFITS TO STUDENTS
   1. Geared to specific objectives and skills.
   2. Can reveal needed improvement on a given skill or objective at the need level.

F. BENEFITS TO OVERALL PROGRAM
Can reveal improvement in a given objective.

G. CAUTIONS
These tests are time-consuming to administer, to score, and to put the results to proper use. If a teacher does not plan to use flexible skill grouping (prescriptive teaching based on need at the need level), there is no point in spending the time administering the Criterion Referenced test.

TEST CATEGORY: Informal Inventory

A. EXAMPLES

1. Sucher-Allred Reading Placement Inventory
2. Daryl Ray - The Ray Informal
3. Silvaroli Informal Reading Inventory
4. Gray Oral Reading Inventory
5. Those printed by Basal Reader Publishers to accompany specific textbooks

B. SPECIFIC USE

1. To determine the student's actual instructional reading level.
2. To achieve ACCURATE PLACEMENT by matching student's instructional reading level with readability of books. **This is the ONLY mechanism available to us at this time to accurately place students in materials.
3. To study students'
    a. ways of attacking words.
    b. general behaviors which might be indicative of learning styles.

C. HOW ADMINISTERED

Individual

D. FOLLOW THROUGH NEEDED

Find students' instructional levels, and place students directly in matching readabilities of materials based on this level (individually). Analyze errors in oral reading to find clues to visual/auditory perceptual problems, lack of skills, and general learning style.

E. BENEFITS TO STUDENTS

1. Helps achieve accurate placement so the child is neither bored nor frustrated.
2. Helps identify major areas of skill weakness for remediation.

F. BENEFITS TO OVERALL PROGRAM

1. Allows teacher to zero in on specific needs of students.
2. Will help improve overall program and results if placement in materials for instruction is accurate.

G. CAUTIONS

Individually administered; requires 20 minutes per student, but it is the most worthwhile 20 minutes a teacher can spend. Teachers must be inserviced on the use of this test, practice, and become comfortable with its use before they will use it regularly.

TEST CATEGORY: Reading Diagnostic Test

A. EXAMPLES

1. Doren Diagnostic Test
2. Gates-McKillop Reading Diagnostic Test
3. Roswell Chall

B. SPECIFIC USE

To determine areas of weakness in audio and visual:

1. Discrimination
2. Memory

C. HOW ADMINISTERED

Individual

D. FOLLOW THROUGH NEEDED

Results of individual subtests must be analyzed and prescriptive teaching aimed at strengthening weaknesses to justify its use.

E. BENEFITS TO STUDENTS

1. Yields specific information on areas in which remediation is needed.
2. Becomes the basis for accurate and effective prescriptive teaching.
3. Opens doors to learning (for disabled readers) that were previously closed.
4. Provides an opportunity for students in need to learn coping mechanisms which may help offset the effects of disability.

F. BENEFITS TO OVERALL PROGRAM

1. Provides a basis for meeting needs at the need level.
2. Allows for lower ability group to reach potential in reading (when results are utilized properly).

G. CAUTIONS

Time-consuming (20-60 minutes per child, according to the specific test used). This category of tests is worth using, Provided that (a) the teacher has been schooled in its administration and use, and (b) appropriate use will be made of the results.

TEST CATEGORY: Reading Attitude Inventory

A. EXAMPLES
   1. Estes Attitude Scale
   2. Reading Motivation Indicator

B. SPECIFIC USE
   1. To determine a student's attitude toward reading.
   2. To help the teacher (through pre-post use) to determine if he/she is motivating students to enjoy reading.

C. HOW ADMINISTERED
   Group

D. FOLLOW THROUGH NEEDED
   Each teacher should administer in September, January, and May to measure the extent to which he/she is motivating students. In putting these results to work, the teacher should endeavor to create motivational activities to teach skills (if results indicate that he/she is turning students off on reading).

E. BENEFITS TO STUDENTS
   Through showing the teacher how well he/she is motivating or demotivating, the entire direction of a classroom program can change if it is used and the results studied.

F. BENEFITS TO OVERALL PROGRAM
   1. Points to overall weaknesses in program in terms of whether we are turning kids on or off in reading.
   2. The need for schoolwide improvement in making reading attractive and enjoyable can be pointed out.

G. CAUTIONS
   NONE--this inventory is quick to administer and quick to score. Results are easily interpreted.

SELECTING READING READINESS TESTS

Reading readiness tests are administered in a majority of the elementary schools in the United States. The popularity of the tests alone suggest that they are useful to teachers in making decisions about students.

It is believed that the most important use of the reading readiness tests is to determine which readiness skills need further development before the students can begin to learn to read.

DESCRIPTION OF READING READINESS TESTS

Gates-MacGinitie Readiness Skills Test. Grades: Beginning first grade. Teachers can use the test to assess listening comprehension, auditory discrimination, visual discrimination, following directions, letter recognition, visual-motor coordination, and auditory blending. Also, word recognition can be assessed to detect early readers.

Houghton Mifflin
One Beacon Street
Boston, Mass. 02107

The Harrison-Stroud Reading Readiness Profile. Grades: Kindergarten-first grade. Teachers can assess students making visual discriminations; using the context; making auditory discriminations; using context and auditory clues; giving names of letters.

Houghton Mifflin
One Beacon Street
Boston, Mass. 02107

Lee-Clark Reading Readiness Test. Grades: Kindergarten-first grade. Teachers can assess matching; cross-out; vocabulary and following directions; identification of letters and words.

California Test Bureau
Del Monte Research Park
Monterey, California

Metropolitan Readiness Tests. Grades: Kindergarten-first grade. Teachers can assess word meaning; listening; matching; alphabet; numbers; copying; and draw-a-man.

Harcourt, Brace Jovanovich
757 Third Ave.
New York, New York 10017

Murphy-Durrell Reading Readiness Analysis. Grades: Kindergarden - first grade. The test assesses phoneme perception, identification of letter names and forms, and learning rate.

Harcourt Brace Jovanovich
757 Third Ave.
New York, New York 10017

Reading Readiness Tests	Time	Easy	Ave.	Diff.	Strengths	Weaknesses
Gates-Macginitie Reading Tests ---	120 min		X		Names of subtests adequately describe the tasks. Each test is named in logical order. Good content validity for measuring many of the skills which are necessary to begin reading instruction.	Lack of complete validity, reliability, and norm-data make the test very limited.
Harrison-Stroud Reading Readiness	80 min.		X		Names of subtests are meaningful and adequately describe the tasks involved. Tests have face validity for the diagnosis of reading readiness skills.	Lack of reliability and validity evidence limits the value. Use of test norms not recommended.
Lee-Clark Reading Rediness	20 min.	X			Test appears to be useful as a gross screening device.	Not sufficiently broad in the skills that it measures to provide diagnostic assessment.
Metropolitan Readiness Test	60 min.	X			A good predictor of readiness for kindergarten and beginning first grade. Most suited for middle class suburban students.	Test scores should be interpreted with care with lower socioeconomic, rural, and southern areas.
Murphy-Durrell Reading Readiness Analysis	100 min		X		Includes subtests which are very similar to the skills of beginning reading.	If test is used as an indication of readiness, other factors should be considered.

SELECTING READING ACHIEVEMENT TESTS

One's observation of a student's daily performance is the main source for determining how well a student is doing. However, one will also want to make periodic controlled assessment of each student's current reading ability in order to place him at his appropriate instructional level. Tests help teachers make initial, rough assessments so that instruction can begin with a better probability of success.

A school district may wish to look at the general achievement level of its students. This district assessment may help the administration make suggestions for program improvement, purchasing additional instructional aids and equipment, or providing additional personnel.

DESCRIPTION OF READING ACHIEVEMENT TESTS

The California Achievement Tests(CAT). Grades: 1.5 through 12.

These test batteries come in five levels and yield scores in the following areas: Reading; Vocabulary, Comprehension, also in Mathematics and Language. Tests are generally administered in three sessions, each lasting from 30 to 50 minutes.

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Gates-MacGinitie Reading Tests. Grades: 1 through 12. The tests are well constructed, and the authors have provided a useful procedure for interpreting the differences between subtest scores. They test for vocabulary and comprehension and speed and accuracy at the higher levels.

The tests are group administered and are given in two sittings of twenty to thirty minutes each.

Houghton Mifflin Company
One Beacon Street
Boston, Mass. 02107

Iowa Tests of Basic Skills. Grades: 3 through 9. The tests yield scores in the following areas: Vocabulary; Reading Comprehension; Language; Work-study skills; Arithmetic skills. Tests are administered in four sessions, from 70 to 75 minutes each.

Houghton Mifflin Company
One Beacon Street
Boston, Mass. 02107

Comprehensive Test of Basic Skills. Grades: 2.5 through 12. The test yield scores in the following areas: Reading; Language; Arithmetic; Study Skills. Tests are administered in four sessions, each lasting from 45 to 60 minutes.

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Metropolitan Achievement Tests--Reading. Grades: 1.2 through 9. For each level there is more than one test. Primary I and II and Elementary contain Word Knowledge, Word Discrimination and Reading Tests subtests, while Intermediate contains Word Knowledge and Reading Tests subtests. Percentiles, stanines, and grade equivalent scores are available as well as are suggestions on how to use the test results to improve a classroom program.

Harcourt, Brace Jovanovich
757 Third Ave.
New York, New York 10017

SRA Achievement Tests. Grades: 1 through 12. Achievement is assessed in various areas depending upon the level of the tests used. Basic areas assessed include reading, arithmetic, language arts, and in later grade levels, science, social studies, and work-study skills.

Tests are administered in from 3 to 7 sessions, each lasting 30 to 100 minutes depending upon the level of the test used.

SRA Associates
259 East Erie Street
Chicago, Illinois 60611

Stanford Achievement Tests. Grades: 1.5 through 12. Subtests vary depending upon the level of the test employed but generally cover reading, spelling, language, and arithmetic. Word-study skills are included at the early levels, and higher levels include science and social studies.

Tests are administered in 5 to 7 sessions of from 25 to 40 minutes each, depending upon the level of the test which is used.

Harcourt Brace Jovanovich
757 Third Avenue
New York, New York 10017

Iowa Silent Reading Tests. Grades: 4 through 14. The following areas are assessed: rate, comprehension, directed reading, word meaning, paragraph comprehension, poetry comprehension (advanced test only), sentence meaning, alphabetizing (primary test only), use of index, selection of key words (advanced test only).

Harcourt Brace Jovanovich
757 Third Avenue
New York, New York 10017

Reading Achievement Test	Grade	Time	# of forms	Administration			Strengths	Weaknesses
				Easy	Ave.	Diff.		
Stanford Achievement Tests	1-9	25-40 min.	3		X		Quite useful in comparing one's students to national level. Useful for measuring general reading achievement.	
Iowa Silent	3-9	60 min.	4		X		Tests cover a broad range of skills.	

SELECTING AN INFORMAL READING INVENTORY

The Informal Reading Inventory is an excellent diagnostic and grouping tool. It offers the opportunity to evaluate a student's actual reading performance as he or she deals with materials varying in difficulty. While an appraisal of these specific reading abilities is being made, opportunities also arise for making informal evaluations of his expressive and receptive abilities in the oral language area. It appraises the student's level of competence on a particular job without reference to what others do.

There is no one way to construct, administer, and interpret an Informal Reading Inventory, (IRI). Sometimes the Basal Reading Series your school is using has constructed an IRI to be used with their series, and can be obtained from the company.

Teachers can construct their own. An IRI is generally made up of word lists and paragraphs on varying levels of difficulty. Comprehension questions also are used and oral reading is checked for errors.

Contact the State Reading Consultant in your area for help in developing and constructing an IRI for your school.

DESCRIPTION OF INFORMAL READING INVENTORIES

Sucher-Allred Reading Placement Inventory. Grades: 1 through 10. Assesses reading levels of students and word perception and comprehension skill competency.

The Economy Company
P.O. Box 25308
Oklahoma City, Oklahoma 73125

Classroom Reading Inventory by Nicholas J. Silvarolli.

Grades: 2 through 8. An informal test that assess reading levels.

Wm. C. Brown Co.
2460 Kerper Blvd.
Dubuque, Iowa 52001

Botel Reading Inventory. Grades: 1 through 12. A group-administered inventory consisting of several subtests to determine reading levels. It measures phonics, word recognition, word-opposites reading, and word-opposites listening.

Follett Education Corp.
1010 W. Washington Blvd.
Chicago, Illinois 60607

Basal Reader Inventory. Many of Basal Reading Series has constructed an Informal Reading Inventory to be used with their series, and can be obtained from the company.

Ray Informal Reading Inventory. Grades: PP - 1

Assesses reading levels of students, and word perception and comprehension skills.

Dr. Darrell Ray, Professor
Oklahoma State University
Stillwater, Oklahoma 74074

Informal Reading Inventory	Time	Administration Easy	Ave.	Diff.	Strengths	Weaknesses
Sucher-Allred Reading Placement Inventory	varies 20 min.	X			Easy scoring, reliable; Good assessment tool For classroom teacher.	Assess reading levels through grade 10.
Silvarolli Classroom Reading Inventory	varies		X		Relative good assessment tool for classroom teacher.	Assesses reading levels grades 2 through 8.
Botel Reading Inventory	varies		X		Group-administered. Assesses wide range of skills. Grades 1 - 12.	(writer unaware of specific weaknesses).
Basal Reader Inventory from Publishing Co.	varies		X		Usually available with basal materials.	Limited reliability
Ray Informal Reading Inventory	varies		X		Assesses wide range of skills	(writer unaware of specific weaknesses)

SELECTING DIAGNOSTIC READING TESTS

Group diagnostic reading tests have been referred to as analytic tests or inventories. They are administered to large groups or classes of students at one time, but have the advantage that they attempt to measure specific aspects of reading which can tell the teacher where remedial efforts should be concentrated. They are ordinarily norm referenced in that the scores made by students are compared with those made by a national norming sample. Many schools which routinely use diagnostic group tests administer them in the fall so that the specific information needed by the teacher is available to him/her early enough that he/she can use it in planning the year's activities.

Individual diagnostic tests allow a detailed analysis of a student's reading difficulties by allowing the teacher (or examiner) to work on a one-to-one basis with a child and to evaluate his skills in oral and silent reading, word perception, visual memory of word forms, and auditory analysis of word elements. These tests require considerable experience and expertise to administer and interpret.

DESCRIPTION OF DIAGNOSTIC READING TESTS

Gates-McKillop Reading Diagnostic Tests. Grades: 2 through 6. This test was developed for students from grades two to six. It yields twenty-eight scores. It is an individual test and takes from thirty to sixty minutes to administer.

Bureau of Publications
Teachers College
Columbia Univeristy
New York, New York 10017

Reading Achievement Test	Grade	Time	# of Forms	Administration Easy	Ave.	Diff.	Strengths	Weaknessess
California Achievement Tests	1-9	30-50 min.	2 or more	X			General reliable and valid measures of reading behavior	Only total test scores should be used. Coverage limited
Gates-MacGinitie Reading Tests	1-12	55-65 min.	2 or more		X		Should be useful for evaluating growth, screening students who are in need of more diagnostic testing, organizing instructional groups.	Test are timed. This could produce unfavorable performance.
Iowa Tests of Basic Skills	3-9	70-79 min.	2 or more		X		General reliable; Wide range of skills assessed	Test are timed.
Comprehensive Test of Basic Skills	2-12	45-60 min.	4 or more		X		Wide range of skills assessed.	Test are timed.
Metropolitan Achievement Tests	1-5	35-65 min.	3 or more	X			Should be very useful to measure general reading achievement. Appear to be very reliable.	A careful analysis must be made by the teacher to insure that these tests match the program as taught in individual classrooms.
SRA Achievement Tests	1-12	30-100 min	1 Or more		X		Wide range of skills assessed.	Tests are timed.

Durrell Analysis of Reading Difficulty. Grades: 1 through 6. This test was designed for grades one through six. The areas assessed include: Reading, Oral and Silent; Listening; Flash words; Word analysis; Spelling; Handwriting. Scoring is by grade equivalents. Results are charted on the front of the test booklet.

Harcourt Brace Jovanovich
757 Third Avenue
New York, New York 10017

Spache Diagnostic Reading Tests. Grades: K through 12. This test was designed for grade levels kindergarten through eighth grade and retarded readers in grades 9-12. It includes assessment of word recognition skills, oral and silent reading, comprehension, and word-attack skills. Scoring is by grade equivalent.

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California

Stanford Diagnostic Reading Test. Grades: 2 through 8.5. The Stanford Diagnostic Reading Tests have two levels, one for grades two to four and the other for grades four through six. They yield seven scores in: Reading comprehension; Auditory discrimination; Syllabication; Beginning and ending sounds (Level I only); Blending; Sound discrimination; Reading rate.

The major thrust is on reading comprehension. These tests are group administered, in three or four sessions lasting forty to sixty minutes each. Scoring is by grade equivalents and stanine scores.

Harcourt Brace Jovanovich
757 Third Avenue
New York, New York 10017

298

Group Diagnostic Reading Aptitude and Achievement Tests.

This group-administered test battery yields fifteen scores. The battery takes sixty to seventy minutes to administer at one sitting.

C.H. Nevins Printing Company
311 Bryn Mawr Island
Bay Shore Gardens
Bradenton, Florida

Doren Diagnostic Reading Test. Grades: Primary and intermediate grades, no upper form. Assesses wide range of skills.

American Guidance Service, Inc.
Circle Pines, Minnesota

Gray Oral Reading Tests. Grades: 1 through college level, plus. The Gray Tests are individually administered oral reading and comprehension. One additional aspect is the use of these tests to assess the difference between oral and silent reading comprehension. Scoring is by grade equivalent.

Bobbs-Merrill
4300 West 62nd Street
Indianapolis, Indiana 46206

Reading Diagnostic Test	Grade	Time	# of pages	Administration Easy	Ave.	Diff	Strengths	Weaknesses
Gates-McKillop Reading Diagnostic Tests	2-6	30-60 min	2			X	Fairly comprehensive Test.	Requires superior training of the examiner. Much time required for interpreting and scoring.
Durrell Analysis of Reading Difficulty	1-6	30-90 min	1		X		Assesses wide range of skills	May require more time per student than teacher has.
Spache Diagnostic Reading Tests	K-12	varies	1	X			Scoring is by grade equivalent	
Stanford Diagnostic Reading Test	2-8.5	varies	2	X			Group administered Major thrust on reading comprehension.	Time consuming.
Group Diagnostic Reading Aptitude and Achievement Tests		60-70 min.	1	X			Group administered. Assesses wide range of skills.	
Doren Diagnostic Reading Test	1-6	1-3 hours	1	X			Assesses wide range of skills. Untimed Group administered	Time consuming.
Gray Oral	1-16+		4	X			Enough forms for pre-post. Very satisfactory oral reading test.	Tests only oral reading and comprehension on the litereral level only.

SELECTING CRITERION-REFERENCED TESTS

Criterion-referenced tests are currently the subject of much discussion. Many publishers of the basal series are putting together packages which contain several kinds of tests along with remedial and/or developmental materials. Usually these packages contain placement tests which give a quick, overall estimate of a student's skill level and tell the teacher where in the sequence of materials the student should begin. Since this is a criterion-referenced program, a definitive set of goals and objectives along with a clearly established scope and sequence of skills has been planned. By means of brief tests, the teacher is guided along the skills sequence at the pace the student is capable of moving. In this form of individualized mastery learning approach, learned skills do not need to be repeated and a child receives only the help he needs. A great deal of training and skill in classroom management and individualized instruction is needed by the teacher in this kind of situation. Check your Basal Reading Program for a Criterion-Referenced Test.

There are many Criterion-Referenced Tests available from major publishing companies.

CRITERION REFERENCED TESTS

Criterion Reading, Random House

Fountain Valley Teacher Support System in Reading, Zweig Associates

Harper and Row Classroom Management System, Harper and Row

Individualized Reading Skills Program, Houghton Mifflin

Individual Pupil Monitoring System-Reading, Houghton Mifflin

Power Reading, Winston

Prescriptive Reading Inventory, CTB/McGraw-Hill

Skills Monitoring System Reading, Psychological Corporation

SRA Diagnosis, Science Research Association

Wisconsin Design for Reading Skill Improvement, National System

Pegasus Pace, Tuskaloosa, Alabama

Brigance Diagnostic Inventories, Curriculum Associates, Inc.

CONSTRUCTING LOCAL STANINE NORMS

To construct local stanine norms for any test, arrange the test scores from highest to lowest on a long sheet of lined paper. Then follow these steps:

1. Count up the bottom 4 per cent of scores, and assign all of these scores a stanine of 1.
2. Count up the next 8 per cent of scores, and assign all of these scores a stanine of 2.
3. Count up the next 12 per cent of scores, and assign all of these scores a stanine of 3.
4. Count up the next 16 per cent of scores, and assign all of these scores a stanine of 4.
5. Count up the next 20 per cent of scores, and assign all of these scores a stanine of 5.
6. Count up the next 16 per cent of scores, and assign all of these scores a stanine of 6.
7. Count up the next 12 per cent of scores, and assign all of these scores a stanine of 7.
8. Count up the next 8 per cent of scores and assign all of these scores a stanine of 8.
9. The remaining scores (the top 4 per cent) are assigned a stanine of 9.

Exhibit 5 shows and actual number of scores to be given each stanine for various numbers of pupils tested. The data in Exhibit 5 are read as follows: If you have scores for 63 students, arrange the 63 scores from highest to lowest on a long sheet of lined paper. The two lowest scores are given a stanine of 1; the next five scores are given a stanine of 2; the next eight scores are given a stanine of 3, etc.

Following are four additional rules for developing a program of local stanines:

1. If the pupil performances on several tests are to be compared, the local stanines for each test must be constructed on exactly the same normative base. This means that the same pupils must be included in each stanine study. Thus, if a given pupil misses one testing, he must be dropped from the stanine development for all of the tests. (The tests he did take, of course, can later be interpreted on the stanines developed.)
2. For each test, the same raw scores must be given the same stanines.
3. Where the raw scores do not divide according to the expected numbers in Exhibit 5, assign all equal raw scores to the stanine group which claims a majority of the equal scores.
4. If the equal scores would have been divided equally between two stanine groupings, assign all of the equal scores to the stanine grouping which is closer to the mean (that is, to the stanine grouping which is closer to 5).

Bauernfeind, Robert H.. *Building A School Testing Program*, Boston, Houghton-Mifflin, 1963, pp. 40-41.

Permission for use granted by:
Indiana Department of Public Instruction, Harold H. Negley, Superintendent. Tests and Testing For the Classroom Teacher, A Guide to Selection and Use.

Appendix A, B, C.

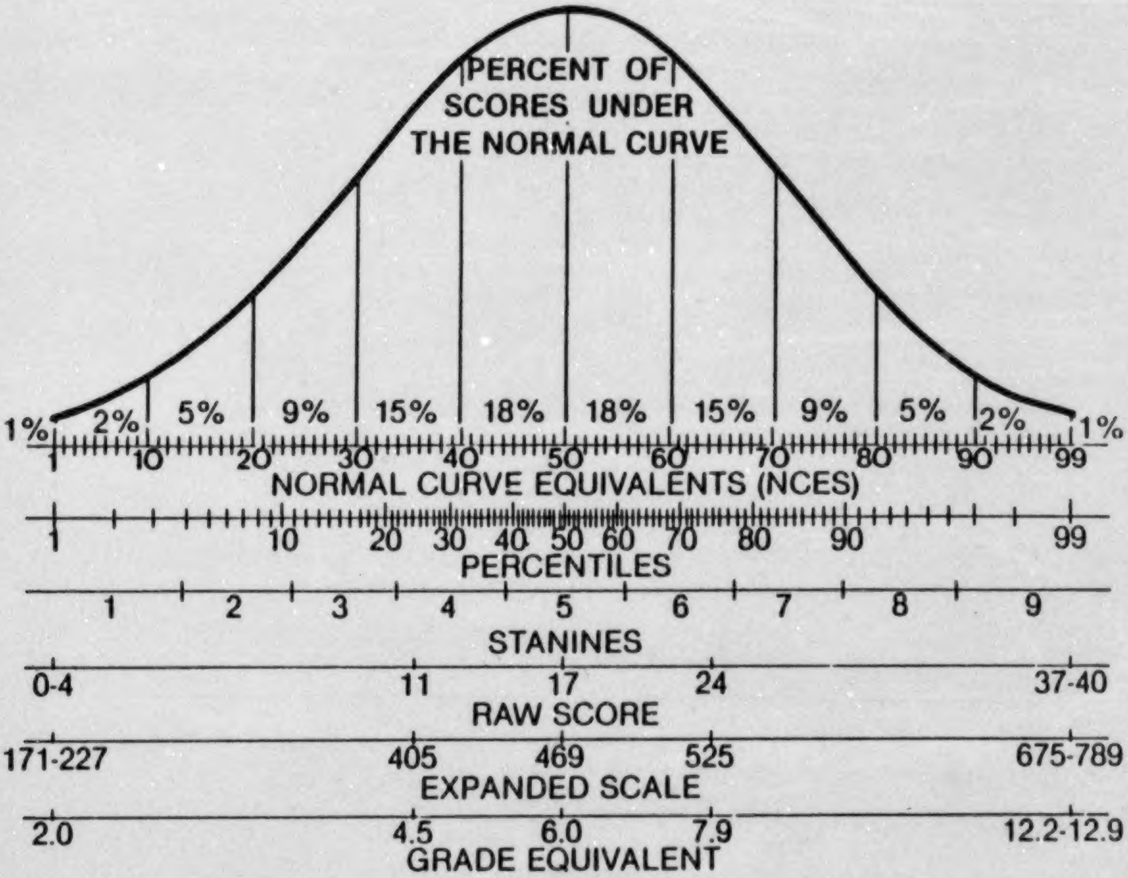
304

PERCENTILE TO NORMAL CURVE EQUIVALENT TO STANINE CONVERSION TABLE

%	NCE	STANINE
1	1.0	1
2	6.7	1
3	10.4	1
4	13.1	1
5	15.4	2
6	17.3	2
7	18.9	2
8	20.4	2
9	21.8	2
10	23.0	2
11	24.2	3
12	25.3	3
13	26.3	3
14	27.2	3
15	28.2	3
16	29.1	3
17	29.9	3
18	30.7	3
19	31.5	3
20	32.3	3
21	33.0	3
22	33.7	3
23	34.4	4
24	35.1	4
25	35.8	4
26	36.5	4
27	37.1	4
28	37.7	4
29	38.3	4
30	39.0	4
31	39.6	4
32	40.1	4
33	40.7	4
34	41.3	4
35	41.9	4
36	42.5	4
37	43.0	4
38	43.6	4
39	44.1	4
40	44.7	4
41	45.2	5
42	45.8	5
43	46.3	5
44	46.8	5
45	47.4	5
46	47.9	5
47	48.4	5
48	48.9	5
49	49.5	5
50	50.0	5
51	50.5	5
52	51.1	5
53	51.6	5
54	52.1	5
55	52.6	5
56	53.2	5
57	53.7	5
58	54.2	5
59	54.8	5
60	55.3	6
61	55.9	6
62	56.4	6
63	57.0	6
64	57.5	6
65	58.1	6
66	58.7	6
67	59.3	6
68	59.9	6
69	60.4	6
70	61.0	6
71	61.7	6
72	62.3	6
73	62.9	6
74	63.5	6
75	64.2	6
76	64.9	6
77	65.6	6
78	66.3	7
79	67.0	7
80	67.7	7
81	68.5	7
82	69.3	7
83	70.1	7
84	70.9	7
85	71.8	7
86	72.8	7
87	73.7	7
88	74.7	7
89	75.8	7
90	77.0	8
91	78.2	8
92	79.6	8
93	81.1	8
94	82.7	8
95	84.6	8
96	86.9	9
97	89.6	9
98	93.3	9
99	99.0	9

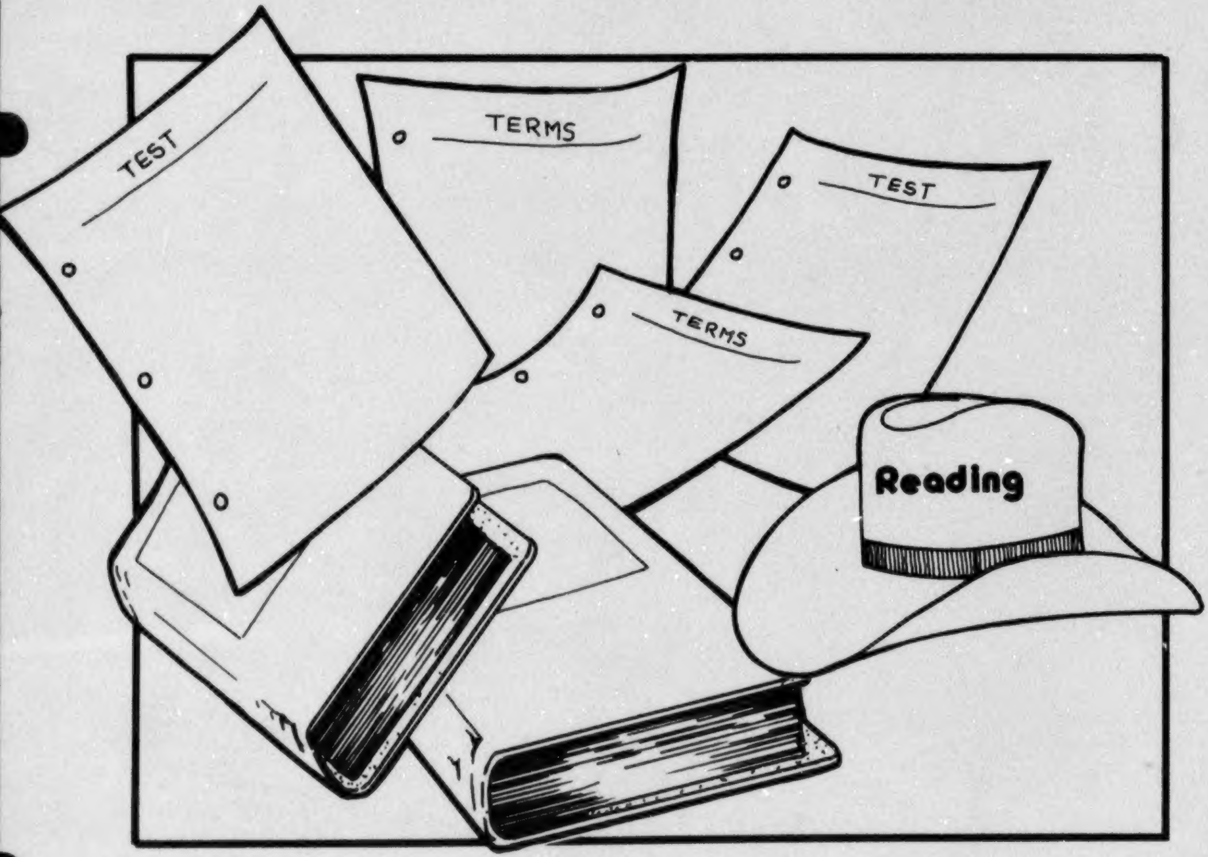
COMPARISON OF TEST SCORES

*Scores given at 1st, 25th, 50th, 75th, and 99th percentiles



Appendix

- Pull Outs
- Reading Terms
-


TEST
TERMS
TEST
TERMS
Reading

"SKINNY MINNIES"

The two brochures that follow, may be copied, folded on the dotted lines, and sent home to parents.

The ABC's of School Learning

Your child will be learning to:

A. Work alone and with others.

B. Share and take turns.

C. Explore and expand abilities and interests.

D. Express thoughts and ideas.

E. Listen to others.

Much of the teaching and activities will be designed to -

A. Build self-confidence.

B. Develop vocabulary.

C. Show differences in sounds, sizes, shapes, and colors.

D. Increase interest in books, numbers and people.

E. Improve coordination.

F. Introduce new ideas .

G. Much more.

The ABC's of Commitment

For the safety of your child:

A. Have him/her cross streets only at crosswalks.

B. Walk on sidewalks. Face traffic when there are no sidewalks.

C. Don't talk or accept rides with strangers.

D. Go directly home after school.

E. Behave on the school bus.

F. If your child is ill keep him/her home.

G. If your child becomes ill at school, the school will call you.

H. We will keep you informed with written reports, conferences, bulletins and whatever is necessary to keep you aware of how your child is doing in school.

I. Together we can make it work.

The Parent's Guide To

A
Child's
First
Day
At
School

Help your child have a great first day of school. Get ready and register.

The ABC's of registering your child are:

A. Bring the child's birth certificate.

B. Have the child's immunization record brought up to date and bring it along.

C. Bring a copy of a completed medical exam for your child.

Feel free to call the school if you have any questions.

School Telephone ____________________

School Address: ____________________

____

____

____

The ABC's of personal care. Your child will be more comfortable is he/she knows:

How to

A. Put on and take off coats and boots, tie shoes.

B. His/her first and last name, address, telephone number and their parents' name.

C. The proper use of the bathroom.

D. How to keep track of personal property. This could be done by putting the child's name on articles of clothing that you know he/she will be taking off such as hats, coats and boots.

Schedule time so that your child will get:

A. Ten to twelve hours of sleep.

B. The opportunity to eat breakfast.

C. The chance to get dressed without hurrying.

D. To school at approximately the proper time, not too early and not late.

An A+ First Day For Your Child

A. Practice walking your child to school or walking them to the bus stop.

B. If it can be arranged take your child to school before the first day and walk him/her around.

C. Talk to your child about the good things that will happen at school. Try to answer all of your child's questions about school.

An A+ First Year For You

A. Learn the school schedule so all will go well the first day.

B. Secure a copy of the school calendar so you know what days your child will be home.

C. Ask about the school rules concerning clothing, supplies, lunches, money, etc.

Help your child get the practice he or she needs to develop learning skills:

a. Select put-together educational toys.

b. Play games - number games, guessing games, word games.

c. Try to take your child on the bus, train, airplane, boat, etc.

d. Be patient - listen to your child - encourage him or her to ask questions, discuss ideas, and tell stories.

e. Select things that your child is able to do.

f. Model for your child. Set aside a certain time each day for everyone in your family to read.

g. Have fun with your child.

Help the school do a better job by:

a. Attending parent-teacher conferences.

b. Communicating often with the teacher.

c. Knowing what your child is studying.

d. Being interested in your child's courses.

e. Seeing that your child attends school regularly and knows that school procedures.

THE GOAL IS THE SAME FOR ALL OF US - PROVIDING YOUR CHILD THE BEST POSSIBLE EDUCATION.

HELPING YOUR CHILD LEARN

A

GUIDE

FOR KINDERGARTEN PARENTS

Your child learns in many ways and in many places. School is only one place a child learns. Learning at home is also very important. YOU can help your child -

a. Learn better

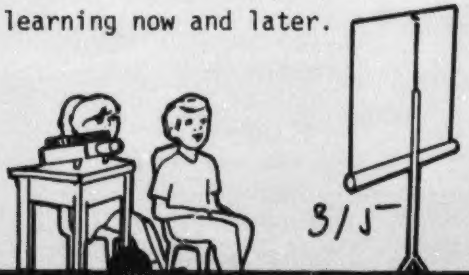
b. Know more

c. Do better in school

d. Function better in society

e. Develop a positive attitude about learning.

You can do these things by spending time with your child starting at an early age. Whatever experiences you give your child at this early time in life, provide the functions for learning now and later.



fold

Each of us as adults are unique. Children are also unique. Each child varies in his/her development. Some mature faster than others. Accept your child as he or she is--children are not all the same. Resist the temptation to compare them with others.

Children develop in many ways:

a. Physically

b. Socially

c. Intellectually

d. Emotionally

e. Psychologically

fold

Everything is new to young children. They develop skills in:

a. Understanding spoken words.

b. Speaking

c. Distinguishing shapes, colors, sizes

d. Number skills

e. Writing

f. Categories of things

g. Dealing with others

You can help your child by visiting places like:

a. Museums

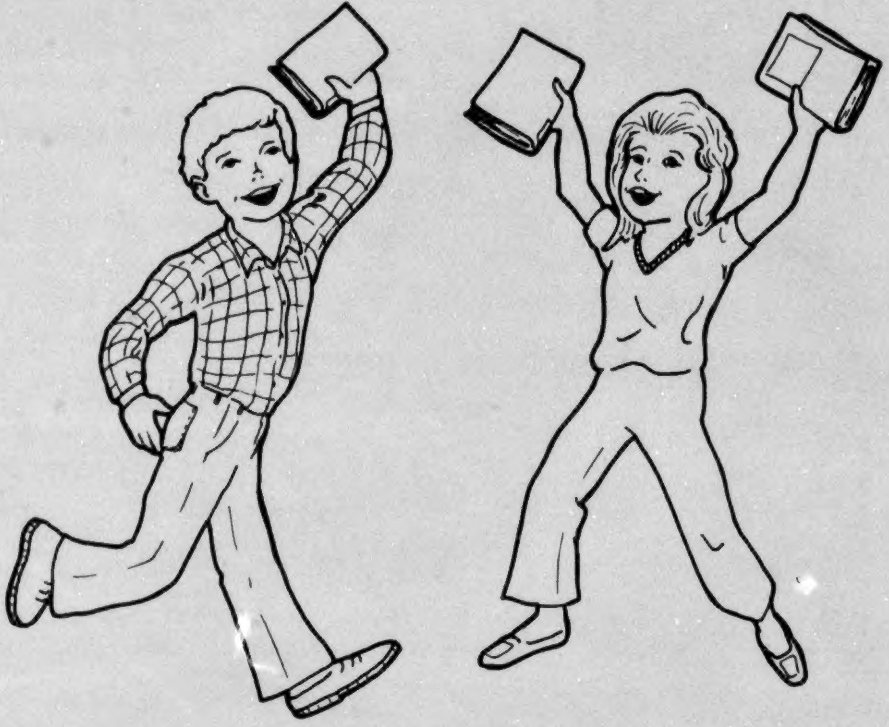
b. A zoo

c. Libraries

d. Parks

e. Historical sites

f. Other local points of interest



Dear Principal,

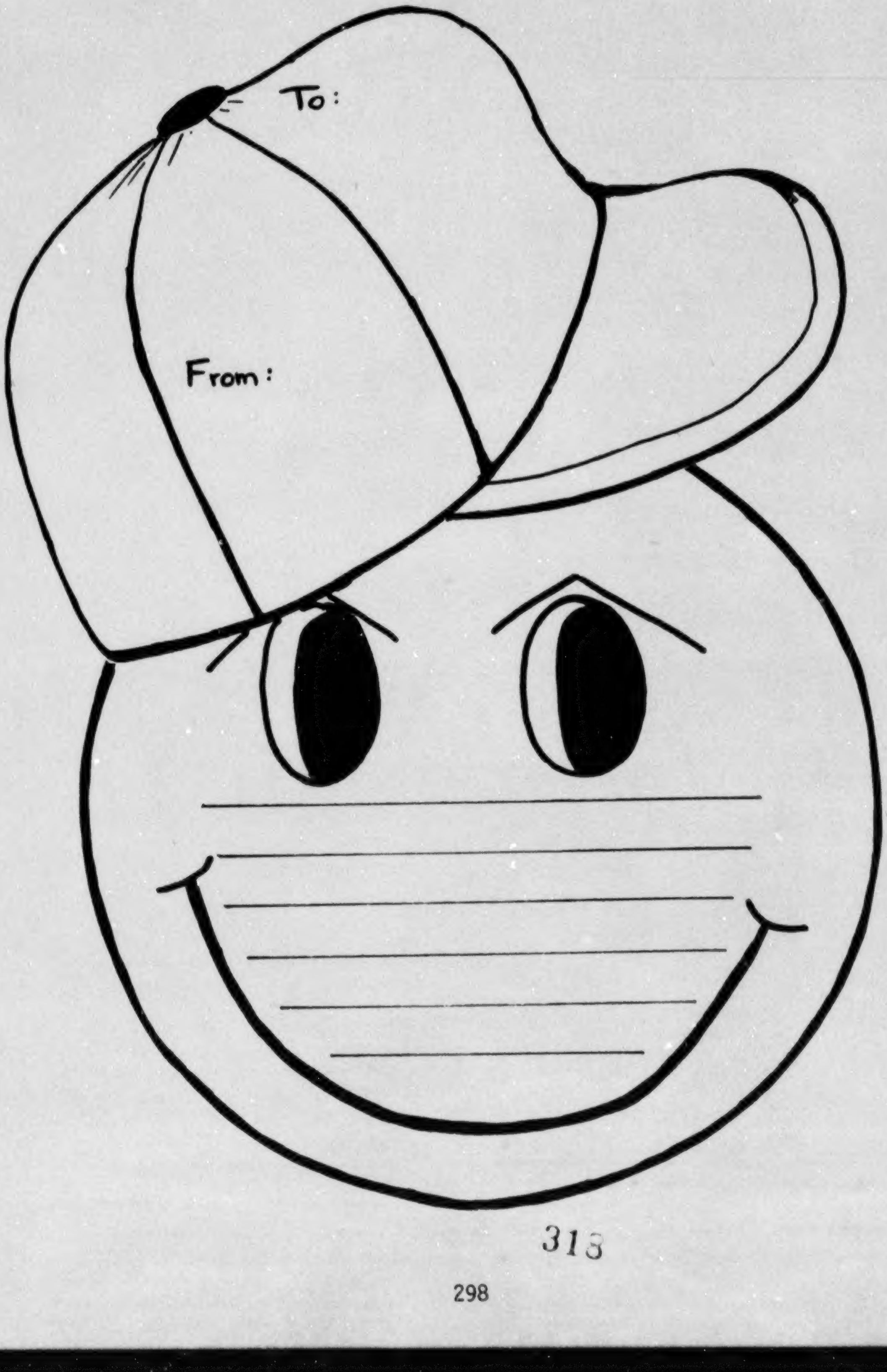
Today at school, I found a book that I would like to share with you! When you have the time, do you think you and I could read it together?

Student's Name

Room No. or Grade

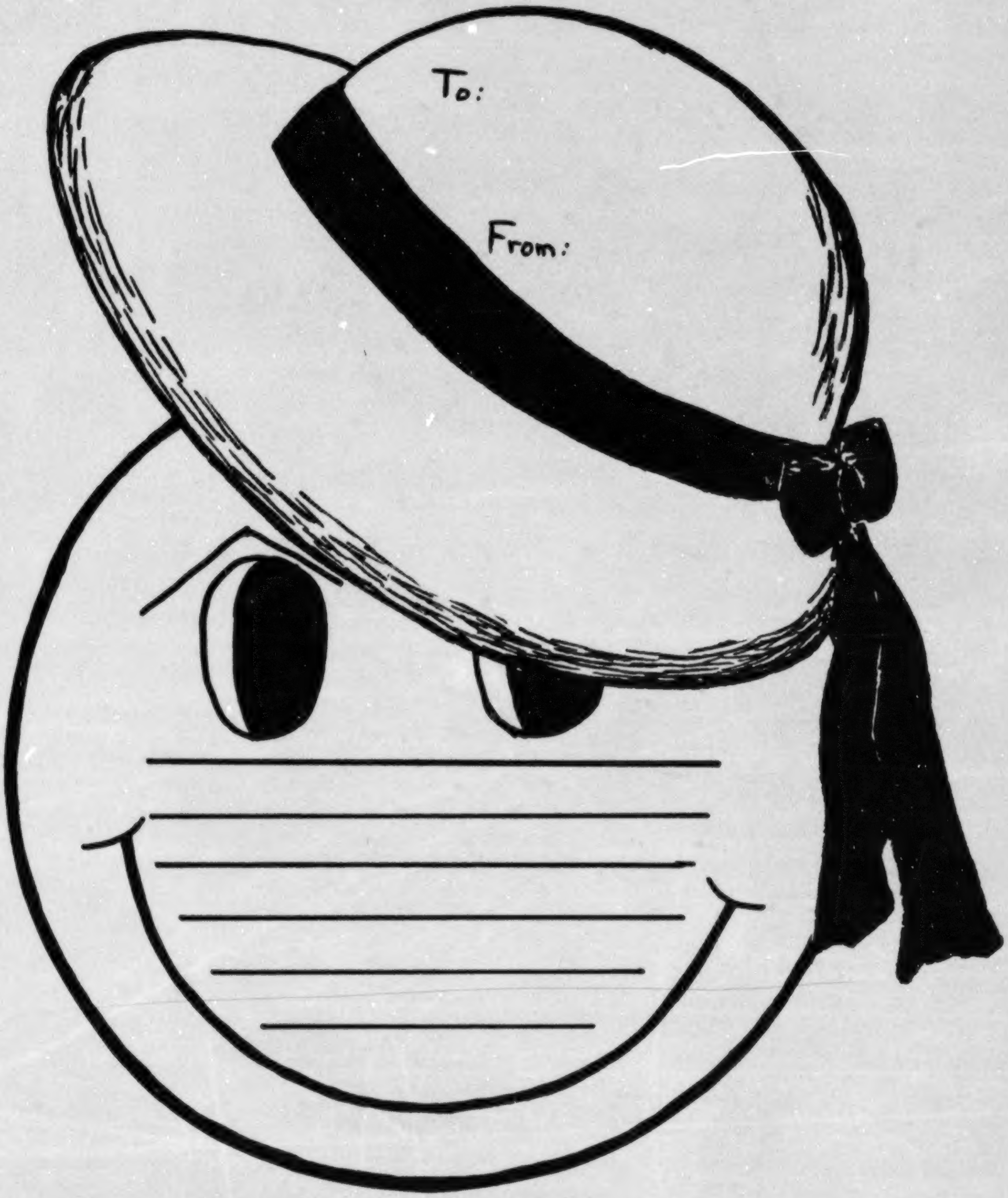
Principal's Signature **Date of Reading**

HAPPY FACE

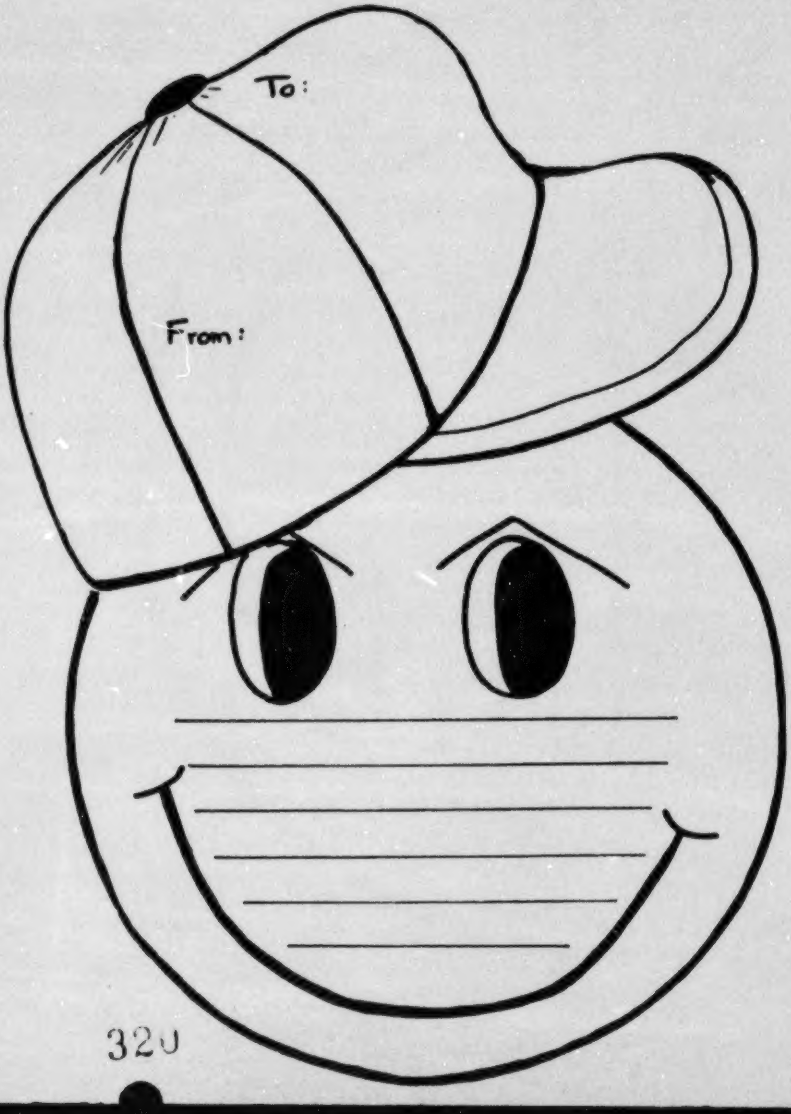


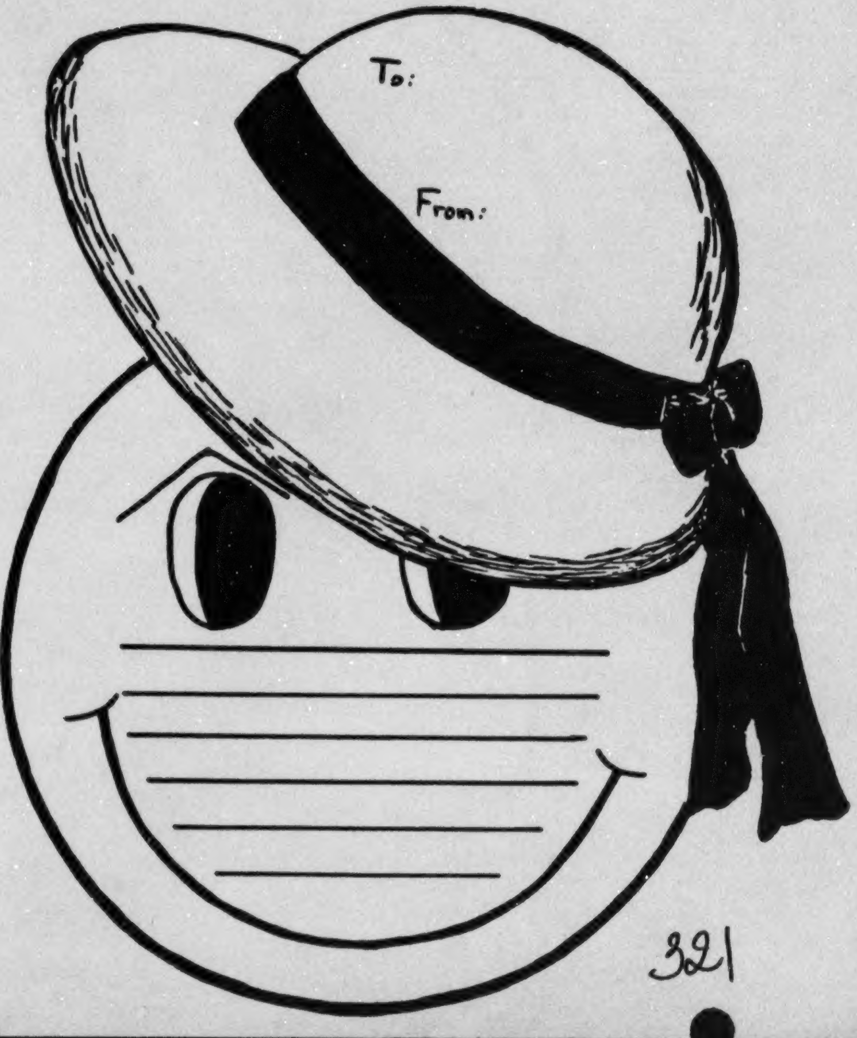
318

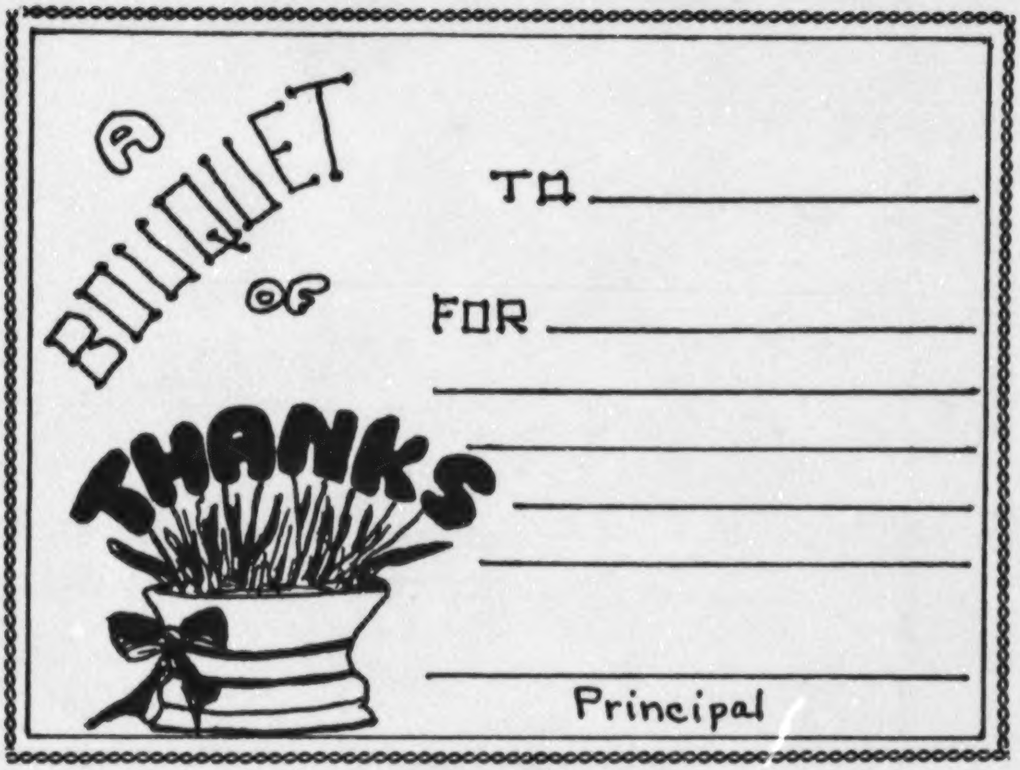
AWARDS



HAPPY FACE AWARDS







A BOUQUET OF THANKS

TO ______________________

FOR ______________________

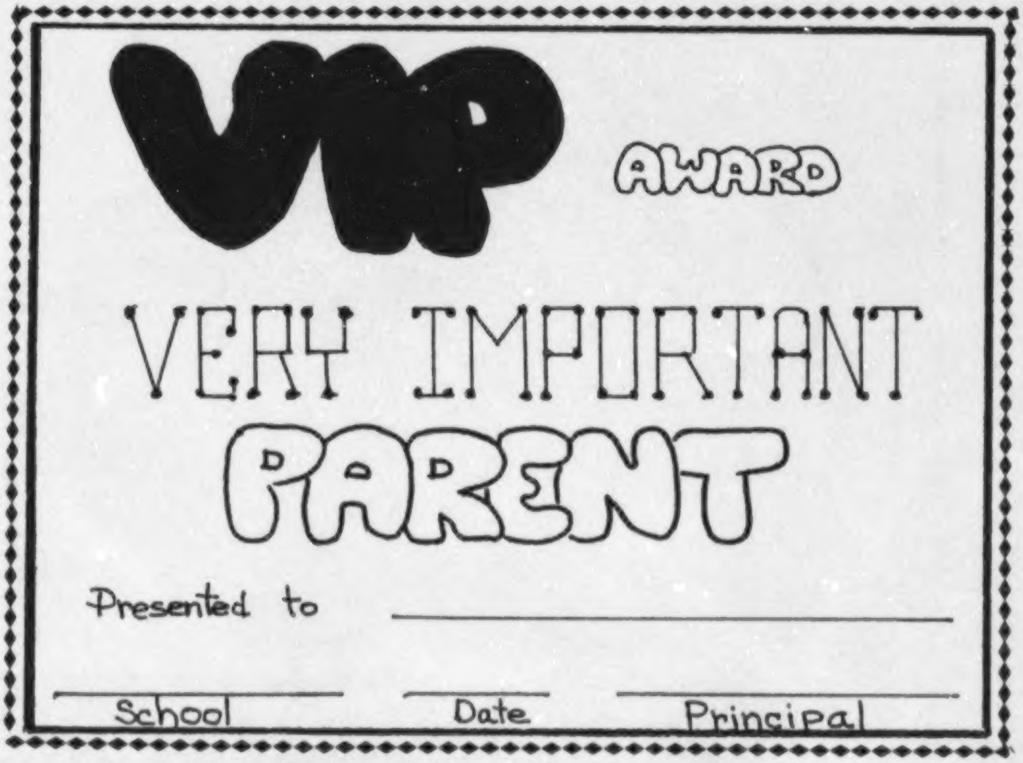
____

____

____

____

____
Principal



VIP AWARD

VERY IMPORTANT PARENT

Presented to ______________________

______________________ ______________________ ______________________
School Date Principal

An
Apple
For
A
Teacher

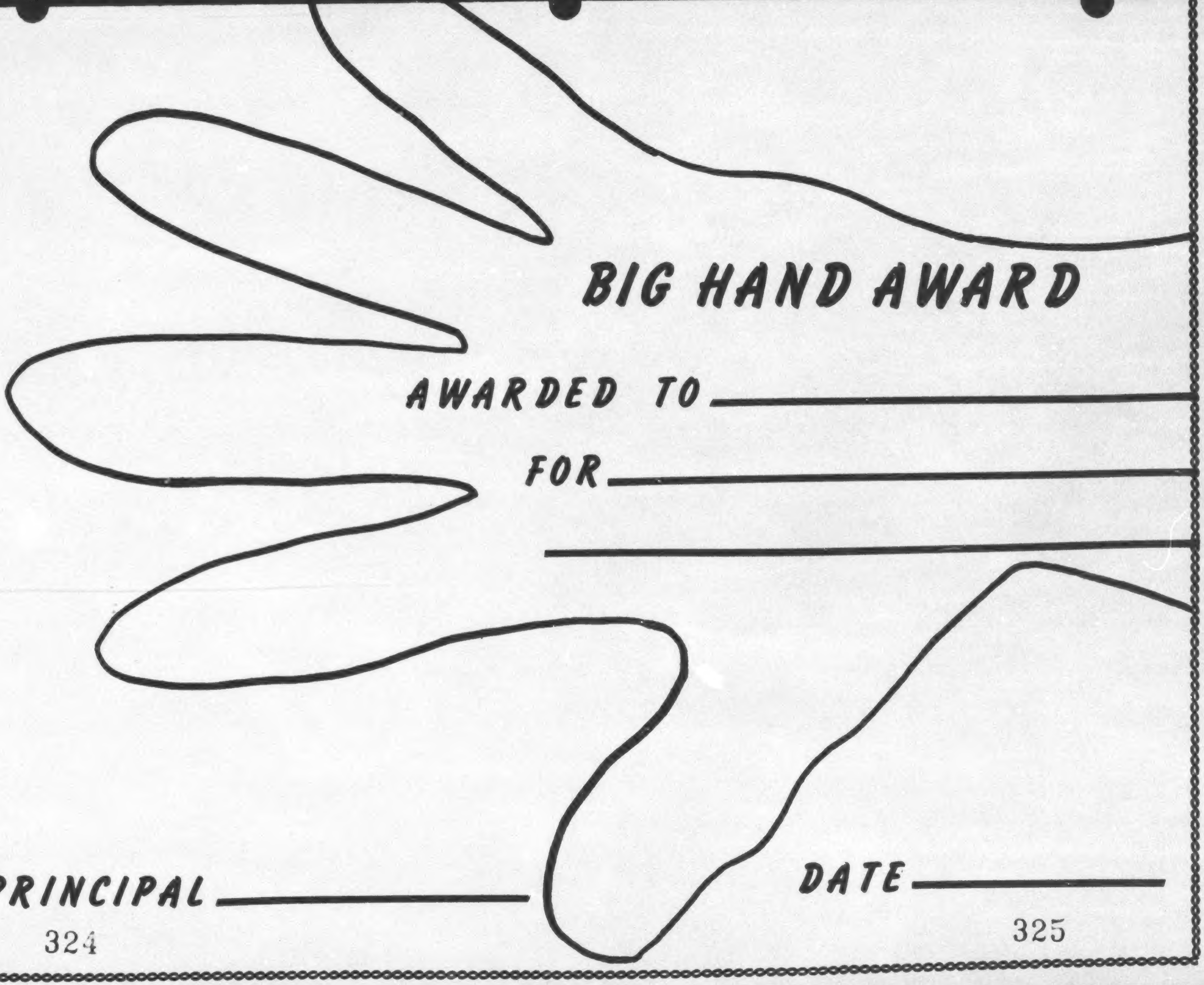
Date

PRINCIPAL

Hats Off
to a
Nice Person!

Date

PRINCIPAL



BIG HAND AWARD

AWARDED TO ____________________

FOR ____________________

____

PRINCIPAL ____________________

324

DATE ____________________

325

READING SKILLS

I. VISUAL DISCRIMINATION

A. Identifying likenesses and differences in letters.
B. Discriminating between letters that are similar in form.
C. Recognizing that words are groups of letters.
D. Recognizing that sentences are groups of words.
E. Identifying words that are alike.

II. AUDITORY DISCRIMINATION

A. Hearing likenesses and differences in orally pronounced words.
B. Hearing words that rhyme.
C. Rhyming a word with another word.

III. RELATED READINGS

A. Identifying right, left, top, bottom.
B. Proceeding from left to right.
C. Working from top to bottom.
D. Discriminating between statements and questions.
E. Interpreting the meaning of the apostrophe.

IV. PHONETIC ANALYSIS

A. Recognizing consonants.
B. Recognizing sounds of final consonants.
C. Hearing long vowel sounds.
D. Using y as a vowel or a consonant.
E. Hearing blends scr, thr, spr, spl, str.
F. Identifying ou, oy, ou, ow.
G. Identifying long and short vowels.
H. Identifying consonants that have more than one sound.(s, c, g)
I. Identifying unsounded consonants in kn, wr, gn.
J. Identifying two sounds of oo.
K. Substituting initial and final blends to form new words.
L. Recognizing the schwa sound in vowels controlled by r, l, w.
M. Recognizing short and long vowel sounds in open and closed syllables.
N. Recognizing three-letter consonant blends.
O. Recognizing vowel digraphs and dipthongs.

V. STRUCTURAL ANALYSIS

A. Discriminating between singular and plural nouns, pronouns.
B. Using singular and plural tenses of verbs.

C. Using es to form the plural of nouns.
D. Substituting i for y and adding es to form plurals.
E. Substituting v for f and adding es to form plurals.
F. Forming irregular plurals.
G. Determining root words and adding inflectional endings such as ing, ed, s, es.
H. Doubling the final consonant before adding ed or ing.
I. Changing y to i and adding ed, cr, est, ly.
J. Recognizing pronunciation of final ed as d, t, or ed.
K. Using the 's as singular possessive.
L. Using plural possessive.
M. Identifying parts of compound words.
N. Determining the number of syllables contained in a word.
O. Recognizing that open syllables usually contain long vowels.
P. Recognizing that closed syllables usually contain short vowels.
Q. Dividing words into syllables.
R. Interpreting prefixes and suffixes.
S. Identifying primary and secondary accents.

VI. VOCABULARY DEVELOPMENT

A. Recognizing and identifying the letters of the alphabet. (capital and lower case)
B. Identifying the Dolch words, high-frequency words, and other sight words.
C. Determining words with similar meanings.
D. Determining words with opposite meanings.
E. Selecting the correct word meaning from context.
F. Supplying words that correctly complete sentences.
G. Identifying synonyms, antonyms, and homonyms.
H. Choosing the best meaning for a word.

VII. COMPREHENSION TASKS

A. Following simple printed directions.
B. Punctuation
C. Mental images (Recall after listening)
D. Sensing sequence of events.
E. Fact and opinion(Comprehending who, what, when, where).
F. Capable of paraphrasing.
G. Making associations.
H. Comprehending the main idea; details.
I. Making comparisons.
J. Comprehending figurative language.
K. Sensing ambiquous statements.
L. Understanding the causal relations.
M. Determining the anaphora relations.
N. Recognizing bias statements, opinions.
O. Sensing the author's purpose/craft.
P. Sensing reality/fantasy.
Q. Study skills.
R. Literary form.

DEFINITION OF READING TERMS

AUDITORY DISCRIMINATION - The ability to differentiate between sounds.

AUDITORY ACUITY - The ability to hear.

AUDITORY PERCEPTION - The ability to perceive sounds or words.

BASAL READER - A reading book designed for a specific grade level.

CONSONANT - A speech sound that is characterized by a modification of the discharged breath by the lips, teeth, tongue or palates.

CONSONANT BLEND - The combination of two or more consonant sounds without intervening vowel sounds.

CONSONANT DIGRAPH - Two consonants which are sounded as a single sound.

DIAGNOSIS - (as applied to reading) A systematic and rational explanation of an individual's inability to make anticipated progress in learning to read.

DIPHTHONG - Two vowels which are combined to form a single blended sound.

DYSLEXIA - Language disorder in which the ability to read, write and spell are not commensurate with intellectual ability.

EXPERIENCE APPROACH - A reading approach in which the instructional program is based on the experiences the students have had.

LEARNING READINESS - Activities which help children adjust to school environment.

LEVELS OF READING -

Independent Reading Level: The level at which a child can read with no more than one word recognition error in each 100 words (99 per cent) with at least 90 per cent comprehension.

Instructional Reading Level: The level at which the child can read with no more than five word recognition errors in 100 words (95 per cent) with at least 80 percent comprehension.

Frustration Reading Level: The level at which the child reads with more than five word recognition in 100 words (below 95 per cent) with below 50 per cent comprehension.

LISTENING LEVEL - The level at which the child can comprehend 75 per cent of the material read to him by the examiner.

PHONICS - Letter sound relationships are applied to the teaching of reading, usually in a sequence similar to the following: Learning of consonant sounds, initial, final and middle in that order; and then the learning of consonant blends, vowel sounds, vowel rules, and rules concerning the various sounds of g, c, and x.

READING PROGRAMS -

Developmental - The normal classroom instructional program followed by the teacher to meet the needs of pupils who are progressing at a normal rate in terms of their capacity.

Corrective - A program of instruction, usually conducted by a classroom teacher, within the class setting, to correct mild reading disabilities.

Remedial - Reading instructions designed for specific or general reading deficit, usually used outside the regular reading program.

READABILITY LEVEL - The reading difficulty of reading material expressed in terms of the grade level at which the normal or average individual would be expected to read the material successfully.

READING - The process of perceiving and understanding symbols in relation to the meaning they carry.

READING READINESS - Emphasis on the specifics of reading tasks to help children deal effectively with beginning reading.

STRUCTURAL ANALYSIS - A word analysis technique in which the reader identifies meaningful units within the words, i.e., roots, suffixes, prefixes, syllables, inflectional endings, and relates them to the total word.

VISUAL ACUITY - The ability to see.

VISUAL DISCRIMINATION - The ability to distinguish differences and likenesses between visual patterns, e.g., letter forms, word pictures, geometric designs.

VISUAL PERCEPTION - The ability to perceive letter forms, words, etc.

WORD ANALYSIS - A technique of analyzing a word according to its structural and/or phonetic parts.

WORD RECOGNITION - The process of identifying words according to any one or a combination of the word recognition techniques, e.g., phonetic analysis, structural analysis.

Bibliography

Ekwall, Eldon E. Locating and Correcting Reading Difficulities; Merrill Publishing Co., Columbus, Ohio, 1976

Arkansas Department of Education, Reading Handbook, Division of Instructional Services, Little Rock, Arkansas, 1977

TEXTBOOK EVALUATION: AN INTRODUCTION

State Adoption of Textbooks: The State Textbook Committee consists of two educators from each Congressional District plus one lay person. These members from all sizes of districts throughout the State are appointed for three-year terms by the Governor of the State of Oklahoma. During a given committee member's term of office, each is working full time at a public school job and freely gives of his/her time and talents to serve the teachers and children of Oklahoma.

When it is time to adopt textbooks in given curriculum area, all publishers of appropriate books for that area are given an opportunity to submit bids for books to be adopted. All bids are considered and voted upon by the State Committee.

During the evaluation process, every State Textbook Committee member enlists the help of and listens to the input from many classroom teachers, all of whom are well qualified and are currently teaching the subject area being considered. After evaluating the books themselves and carefully analyzing the data submitted by all teachers who have aided in the evaluation process, the State Textbook Committee chooses-- by majority vote--the ten best selections from all of those series which were bid. Therefore, the State Adopted Textbook List represents the highest quality material available at the time for local schools to adopt and use.

Local Adoption of State-Adopted Textbooks:

Once the ten selections in a given subject or curriculum area are made, it becomes the responsibility of local school administrators and teachers to carefully evaluate all books on the list and choose the series which they consider most appropriate for their own needs.

We hope that the following suggestions will be helpful in your efforts to conduct a thorough textbook evaluation:

1. Using the Fry Readability formula included in this section, determine the readability levels of each book. This, along with determining students instructional reading levels, will enable you to appropriately place students in their instructional materials.
2. Obtain from each publisher the Skills Sequence on which teaching in that particular series is based. Compare each of these skills lists:

    --- with the others published

    --- with recognized skills lists of Dr. Walter Barbe, Kaluger and Kolson and others

    --- with those objectives which provide a basis for competency testing programs(eg., McGraw-Hill, Educational Progress Corporation, or any other your school might be using)

    --- and, more importantly, compare all textbook skill sequence lists with your own list of skills/objectives you feel should be taught at your particular grade level.
3. Read each book carefully to determine if they contain, to your satisfaction:

    --- good "child-appeal"

    --- good grammatical structure

    --- desired content

    --- desired values

    --- desired writing style(eg., story development-plot, theme, etc.)

    --- good use of standard English

    --- appropriate vocabulary content and levels
4. To obtain a very thorough evaluation, you may choose to use the Textbook Evaluation Form in this section. This form:

    --- has been used successfully in a large school district for several years

    --- has been approved both by the State Department of Education's Textbook Division and the State Reading Section.

CHECKLIST FOR EVALUATION OF STATE ADOPTED TEXTBOOKS

(This form is available for your use. For copies, please contact your State Reading Consultant at 405-521-3341)

Subject: Reading

Grades: K-12

Directions: Please rank each criterion below according to the following scale:

1. Superior
2. Good
3. Average
4. Poor
5. Unusable

CRITERIA FOR EVALUATION

I. Suitability of Content and Format:

A. Is the readability appropriate for usage in the designated grade level? ______________

B. Is the interest level appropriate for usage in the designated grade level? ______________

C. Are the stories sufficiently thought-provoking for this age level? ________________

D. Is there a sufficient mixture of classic and non-classic literature included? _______________

E. Are all stories well written from the standpoint of theme, plot style, and characterization? ______________

F. Is the sequencing of skills within the program compatible with student needs? ______________

II. Adaptability to Program Goals and Objectives:

A. Are the goals and objectives of this material congruent with your own program goals and objectives? If not, can the materials be adapted with ease to your students' needs? ___________

B. Is there an adequate supply of skill reinforcement material to fit the varying needs of your students? ______________

C. If supplementary materials are needed, are they appropriately written and available from this publisher? __________

III. Teachers' Manuals:

A. Are the manuals well organized and easy to follow? ____________

B. Do the manuals provide suggestions for independent, creative projects for extending and reinforcing skills? ____________

C. Do the manuals provide help in individualizing instruction?

____

D. Do the manuals provide suggestions for stimulating children to go beyond literal comprehension to do interpretive, evaluative, and creative thinking about what they have read?

____

PUBLISHERS OF TEXTBOOKS ADOPTED IN THIS SUBJECT AND GRADE LEVEL

I. A.										
B.										
C.										
D.										
E.										
F.										
II. A.										
B.										
C.										
III. A.										
B.										
C.										
D.										

Directions:

Please rank each criterion below according to the following scale:

1. Superior
3. Average
2. Good
4. Poor
5. Unusable

****

E. Are the manuals designed for convenient handling in most teaching situations? ______________

IV. Authorship and Copyright:

A. Is the author sufficiently prepared in education and experience to deal with reading skills? ____________

B. Are the author's purpose and philosophy compatible with yours and with those of other teachers in the district? ____________

C. Do this author's qualifications enable him to provide subject matter which is contemporary, appropriate, and worthwhile? _________________

D. If this is a revision, is this edition improved enough to merit the expense of changing series? _____________

V. Physical Characteristics:

A. Is the binding durable? __________

B. Is the printed page readable from the standpoint of print size, paper quality, and color of ink for the intended age legal? __________

C. Are the pages well-spaced and illustrations attractively placed? ____________________

VI. Cost Considerations:

A. Is the price favorably comparable to that of other series? ____________ __________

B. Are the consumable portions reasonable enough in price to merit the expenditure of funds for this program? ______________

PUBLISHERS OF TEXTBOOKS ADOPTED IN THIS SUBJECT AND GRADE LEVEL

II. E.										
IV. A.										
B.										
C.										
D.										
V. A.										
B.										
C.										
VI. A.										
B.										

VII. Attitude and Value Considerations:

A. Is fairness to all groups stressed in the content and illustrations? ____________

B. Is the factual content free from bias and prejudice?________________

C. Are implications and conclusions found within the content free from bias and prejudice?______________

D. Is the language utilized repulsive to morality or virtue? ______ ________

E. Is the material treated obscenely or felt to be morally wrong? _____________

F. In material dealing with drugs or crime, are the conclusions and/or implications clarified and in keeping with desired values? ______________

****

PUBLISHERS OF TEXTBOOKS ADOPTED IN THIS SUBJECT AND GRADE LEVEL

VII. A.										
B.										
C.										
D.										
E.										
F.										

Scoring & Ranking: Sum all subtotals to obtain grand totals for each publisher's series. Ranking is determined by size of grand total. The lowest total represents the highest rank, etc.

SUBTOTAL

GRAND TOTALS FOR ALL PUBLISHERS' SERIES

Developed by Dr. Zoe Leimgruebler, State Department of Education, State Reading Section, 1979.

Bibliography

Buros, O.K., The Sixth Mental Measurements Yearbook, Grython Press, 1965, p. 1108-1110.

Buros, O.K., The Eighth Mental Measurements Yearbook, Grython Press. p. 1190-1193, p. 1206-1209.

Dechant, Emerald, Diagnosis and Remediation of Reading Disability, Parker Publishing Co., New York, New York, 1968, p. 258.

Duffy, Gerald G., Sherman, George B., Roehler, Laura R., How To Teach Reading Systematically, Harper and Row Publishers, 10 East 53rd St., New York, N.Y., 1977.

Egan, Rosemary W., Interpreting Test Data, Milliken Publishing Co., St. Louis, MO., c 1977.

International Reading Association, "News For Administrators", Vol 1 No. 1; February 1982.

Martin, Betty and Carson, Ben, The Principal's Handbook On the School Library Media Center, Gaylord Professional Publications, Syracuse, New York, c 1978.

Mehrens, Wm. A. and Lehmann, Irvin J., Standardized Tests in Reading, Holt, Rinehart, and Winston, Dallas, 1969, p. 144-145.

National Association of Elementary School Principals, "Communicator", Volumne 5 No. 7; December 30, 1981.

Negley, Harold H. (Superintendent Indiana Department of Public Instruction) Tests and Testing For the Classroom Teacher, A Guide To Selection and Use, Reprinted December 1981, p. 1-19.

Peterson, Sherman, (Associate Director For Instruction Services, State Department of Arkansas) Reading Handbook, 1977, p. 50-55.

Scholastic Magazine, "Parents as Reading Partners", January 22, 1982.

Schubert, Delwyn G., Forgerson, Theodore L., Improving the Reading Program, Wm. C. Brown Co. Publishers, Subuque, Iowa, 1972.

Sucher, Floyd, Manning, Mary Ann, Manning, Gary, The Principal's Role In Improving Reading Instruction, Charles C. Thomas Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Ill.,1980

Walker, Zoe (Leimgruebler), Critical Reviews of Reading Tests, 1972. (Reading Research)

EVALUATION

"PRINCIPAL - READING
A VITAL CONNECTION"

The State Department of Education would appreciate your help. Please answer the following questions and return this page to the address listed below.

1. Circle grade levels in your building: K 1 2 3 4 5 6

2. Was the content of this publication generally appropriate for you?
   Yes ______ No ______

3. Was the information:
   Most helpful ______ Of no help ______ Of some help ______

4. Which section/or sections will be most beneficial to you as a principal?

5. What are some other ideas that would be helpful for you that were not included in this guide?

6. Comments/Suggestions:

Name(optional) ____

Please return to:

Barbara England, Assistant Administrator
State Reading Section
State Department of Education
Oliver Hodge Memorial Education Building
2500 N. Lincoln
Oklahoma City, OK 73105-4599